



Lincoln Christian
UNIVERSITY



2016-2017 Undergraduate

CATALOG

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Introduction

Servant Leadership

The phrase that best describes a student at Lincoln Christian University (LCU) is "servant leader." It's what we are about. It's what we do. It's who we are, and who we want you to be. You find that phrase at the heart of our institutional mission statement: "to nurture and equip Christians...to serve and lead..." You find that phrase at the outset of our University's goal statement: "to prepare servant leaders..." You find that phrase and those kinds of people everywhere you turn on our campus. We even have a bronze statue, The Divine Servant, prominently placed at the center of our campus in front of our chapel that represents what we mean by

"servant leader." It shows Christ washing the feet of a disciple. What better picture of servant leadership can there be?

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

Servant Leadership at Lincoln

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

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

Do you see yourself as a servant leader? Do you want to learn more about what we mean by servant leadership? Do you want to follow the model of the Master, Jesus Christ, and learn to lead by loving to

serve – by washing the feet of the world in humble service? This academic catalog will help you understand more clearly how you can prepare to be a servant leader at Lincoln Christian University.

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 educational goal of our undergraduate programs is to prepare servant leaders who know God's Word, engage God's world, and pursue God's will for their lives. Our undergraduate programs have also adopted a set of student learning objectives to further clarify these goals for each student.

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

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

As a Christian higher education community, we are committed to Christ and His church, locally and globally. Founded in 1944 by Earl Hargrove, a church pastor turned college president, Lincoln Christian 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. 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.

Our Learning Objectives

In fulfillment of our mission, our faculty is committed to helping every student:

- Know God's Word by understanding and living the Scriptures with the aid of a Biblical worldview, a faithful interpretive community, and a disciplined Christian life. The School of Bible and Theology has developed objectives that focus especially on this learning outcome.
- Engage God's world by interacting critically with multiple disciplines from a Biblical worldview perspective and by communicating effectively (through listening, speaking, writing, media, and other means). The School of Arts and Sciences has developed objectives that focus especially on this learning outcome.
- Pursue God's will by discovering and using his or her gifts to minister passionately and compassionately in his or her chosen vocation inside and outside the Church, especially in serving an increasingly diverse world. Each major has developed objectives that focus especially on this learning outcome.

The University has developed curricular programs to accomplish the previously stated mission and objectives. To develop these curricula we consulted alumni, supporting constituencies, faculty, and administration. The University reserves the right to modify these programs according to the process established by the University. The University cannot guarantee that the objectives of any program will be accomplished by every student in that program.

The information in this catalog serves informational needs only and should not be considered a contract.

Philosophy of Education

The purpose of a philosophy of education is to clarify educational concepts, strategies, and outcomes. At LCU, our 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 our educational community and commitment to our mission, vision, core values, and basic beliefs.

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

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

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

The faculty is 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 know basic ideas, interpretations, and information, and can critically analyze those as needed, synthesizing them in ways that allow for more informed judgments so that they can apply them to new situations and practical problems in our increasingly complex and diverse world. Ultimately, we want to train 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.

Assessment of Learning Focus

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

Our Heritage

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

Locations

Lincoln Christian University's main campus is in Lincoln, Illinois, midway between Chicago and St. Louis. Located on the east edge of Lincoln, along Illinois Route 10, LCU occupies more than 100 acres. Its buildings include the Charles E. Mills Administration Building (that houses the Jessie C. Eury Library), Henderson Hall cafeteria, the Earl C Hargrove Chapel, the Laughlin Center (an athletic facility which includes the 1,100-seat Gaston Arena), Restoration Hall, Timothy Center for Global Ministry, Harmony Hall, the Warehouse student center, three dormitories, 56 student apartments, and various service and maintenance facilities. The grounds also include outdoor athletic facilities for baseball, softball, and soccer.

In addition to the main campus, courses are offered at the Beltway Corporate Center in Las Vegas a "Class A" office space with on-site property management and security. LCU leases 6,121 square feet of space with four permanent classrooms, three offices, a conference room, library space with approximately 8,300 volumes on site (both circulating and non-circulating), and a kitchen for staff and student use. There is ample parking, and a coffee shop that is open 24 hours a day is located approximately 100 feet from the front door. Two vending machines are also maintained within the leased space for student use. All classrooms, library, and offices at Beltway are linked to a wireless Internet

Internet system. A number of computers are dedicated for student use in the library area. Each classroom has technology for faculty use that includes a desktop computer and either a flat screen TV for projection or an ActiveBoard. Las Vegas address: 8965 S. Eastern Ave., Ste. 150, Las Vegas, NV 89123 (702) 898-3000

Campus Life

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

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.

LCU Lectures

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

The fall lectureship is called the James D. Strauss Worldview Lectureship in honor of a former professor of theology and philosophy. Past lecturers for this series have included such notable thinkers as Leland

Ryken, William Lane Craig, Terry Mattingly, Michael Behe, James Sire, Nancy Pearcey, J.P. Moreland, Ben Witherington, David Gushee, Kevin Lawson, Darrel Bock, and D. Stephen Long. This lectureship is typically held the first or second Tuesday and Wednesday in October.

The spring lectureship alternates every other year between two different lecture series: the Seminary Lectureship and the John M. Webb Lectureship on Preaching (named in honor of a long-term Academic Dean and Professor of Preaching at Lincoln Christian University). The Seminary Lectureship typically features scholars from the various disciplines represented in our Seminary, including such outstanding people as Eugene Peterson, Walter Kaiser, Thomas Oden, Ted Ward, Robert Clinton, Kenneth Gangel, Raymond Bakke, Robert Webber, Paul Maier, Diane Langberg, John Witvliet, and Mark McMinn. The Webb Lectureship on Preaching features preachers and professors of preaching who reinforce our school's long commitment to the ministry of preaching. Past Webb lecturers include Fred Craddock, William Willimon, James Earl Massey, Calvin Miller, Eugene Lowry, Haddon Robinson, Thomas Long, Michael Duduit, Robert Smith, Jr., and Bruce Shields, with Joe Webb and John D. Webb, the sons of John M. Webb, for whom the lectureship is named, lecturing on the occasion of its 25th anniversary. The 2013 lectures celebrated the 30th anniversary of this significant series on preaching.

Library Resources and Services

Embarking on the quest to further your education through Lincoln Christian University not only provides access to quality professors and coursework but opens the door to a wealth of information resources which reside literally at your fingertips. Lincoln Christian University's Jessie C. Eury Library provides a variety of resources and services including not only print books and journal subscriptions, but also electronic books, full-text journals, online databases, and media resources, all accessible through the Library's website, which includes numerous guides to help a student make the most of these resources.

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

- more than 94,000 print books
- more than 52,000 e-books
- more than 10,000 media items (DVD, CD, VHS, mp3 files)
- more than 1,000 streaming videos

- more than 14,000 journals available in full-text
- more than 60 online research and journal databases

The Jessie C. Eury Library staff strives to help students find the resources needed to complete their projects within our collection or obtain the resource from another library. The Library's participation in I-Share, the shared catalog of over 80 Illinois libraries, allows students to check out in person or request from over 37 million items.

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. Once a student knows their student ID number and LCU username and password, the following resources can be accessed as described.

Reference Sources: The Jessie C. Eury Library has a large collection of reference materials.

- Reference sources may be used within the library.
- Reference sources may be scanned or photocopied for personal use.
- Bible commentaries may be checked out overnight.
- Students not on campus may request a scanned copy of a section of any reference source. Scanned copies are delivered electronically to the student's Lincoln Christian University email address.

Books: Lincoln Christian University students have access to a multitude of books through the Jessie C. Eury Library, over 80 I-Share libraries throughout Illinois, and books and resources available in other libraries through Interlibrary Loan. Access to these resources is easily available to students regardless of degree program or location.

- Students may check out books in person at the Jessie C. Eury Library or any other I-Share library by using their Lincoln Christian University ID card.
- Students may create a library catalog account to request a book from any I-Share library and check it out at the Jessie C. Eury Library.
- Students not on campus may create a library catalog account and request a book from the Jessie C. Eury Library or any other I-Share library.
 - Students in Illinois may have a book shipped to any I-Share library near their home which typically provides access to the book within 2-4 days of requesting.
 - Students not near an I-Share library but in the continental U.S. may select Mail—LCC as the pick-up location and the Jessie C. Eury Library will mail the book to the student's home.

- Mailing a book increases the transit time to 7 or more days.
- Students are responsible for shipping the book, including the cost of return shipping, to the Jessie C. Eury Library.
- Any book not available in the Jessie C. Eury Library catalog or the I-Share catalog may be requested through Interlibrary Loan.
 - An Interlibrary Loan book may be checked out in person at the Jessie C. Eury Library or mailed to the student's home in the continental U.S.
 - Students are responsible for shipping the book, including the cost of return shipping, to the Jessie C. Eury Library.

Media (DVD, CD, VHS): Lincoln Christian University has a substantial collection of media items available for check out.

- Students may check out media items in person at the Jessie C. Eury Library.
- Students not on campus and in the continental U.S. may request a media item via the Jessie C. Eury Library Catalog and select Mail-LCC as the pick-up location to have the media item mailed to the student's home.
 - Students are responsible for shipping the media item, including the cost of return shipping, to the Jessie C. Eury Library.

Journals and Journal Databases: The Jessie C. Eury Library subscribes to multiple current journals that are selected specifically to support the University's curriculum. Current print issues can be accessed within the Jessie C. Eury Library and current online issues via the Jessie C. Eury Library's website. The Jessie C. Eury Library also subscribes to multiple full-text online journal databases.

- Students may request any journal article not available in full-text.
- Any journal article available at the Jessie C. Eury Library will be scanned to the student's Lincoln Christian University email address.
- Any journal article not at the Jessie C. Eury Library will be requested from other libraries and sent to the student's Lincoln Christian University email address.

Online Resources: The Jessie C. Eury Library provides access to a variety of online resources including journal databases, e-books, and videos.

- Students will be prompted to log-in with their Lincoln Christian University username and password. This is the same username and password

as for Lincoln Christian University email.

Research Assistance Services: Beyond the Library's website the Jessie C. Eury Library provides multiple opportunities and access points for students who have questions about accessing library resources or desire assistance in completing library research.

- Students who are on or near campus may stop by the Library at any time to ask questions.
- Students may contact the Jessie C. Eury Library by phone for quick questions and brief reference assistance.
- Students may email the Jessie C. Eury Library via our Ask-a-Librarian form. The Library staff will respond within one business day.
- Students may chat in real time with a librarian using the chat function within Lincoln Christian University email.
- For in-depth questions, students may make a research appointment to meet with a librarian either in person or online via Google Hangouts.

To learn more about the Jessie C. Eury Library's resources and services, visit the Library's website.

Purchasing Textbooks

Students may purchase required and recommended textbooks through the University website which links to various websites from which books may be purchased or rented. Contact the office of the Undergraduate Academic Dean at 217-732-3168, ext. 2306 for assistance.

Campus Security Report

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

Accreditation

Higher Learning Commission
230 South LaSalle Street, Suite 7-500
Chicago, IL 60604
800-621-7440
www.hlcommission.org

Association for Biblical Higher Education
5850 T.G. Lee Boulevard, Suite 130
Orlando, FL 32822
407-207-0808
www.abhe.org

Approval and Authorization

LCU is approved by the Illinois State Approving Agency, Department of Veterans' Affairs, for the training of veterans.

Additionally, LCU is authorized under federal law to enroll non-immigrant alien students.

LCU's Las Vegas additional location is licensed by the Nevada Commission of Postsecondary Education.

Academic Programs

Degree Programs

LCU offers undergraduate programs leading to the:

Bachelor of Arts (BA) degree (see pages 14-25)
Associate of Arts (AA) degree (see pages 26-27)
Associate of Science (AS) degree (see page 28)
Minors (see pages 29-34)

The Bachelor of Arts degree is offered in 12 areas and can typically be completed in four years. The Associate of Arts degree is offered in two areas and can be completed in two or two and a half years. The Associate of Science degree is offered in pre-nursing and can be completed in two and a half years. LCU reserves the right, in its sole discretion, to terminate any academic program. LCU will provide any students enrolled in a program to be terminated with access to a "teach out" plan by which the student may choose to complete the program prior to its termination.

Academic Majors

Every undergraduate student completes a core of General Education and Bible and Theology courses in addition to the major they choose. Our basic focus is on servant-leadership ministry, and we believe that such ministry occurs in many ways inside and outside the Church. Consequently, students choose from a variety of majors or specializations that they believe best suit their gifts. The following majors or specializations are available at the publishing of this document:

- Bible*
- Biblical Studies
- Business Administration
- Children's Ministry
- Christian Ministry
- Communication Studies
- Education*
- Intercultural Studies
- Philosophy
- Preaching Ministry
- Pre-Nursing**
- Psychology
- Spiritual Formation & Ministry
- Worship Ministry
- Youth and Family Ministry

*Available only in the Associate of Arts degree

**Available only in the Associate of Science degree

Minor Areas of Study

In addition to choosing a major, students may also select a 15-hour minor from a broad range of options. Students seeking to complete a minor as part of their undergraduate studies must complete a bachelor's degree through LCU. Up to nine credit hours may be applied to more than one major, minor, and core requirement. Minors are designed to allow students a formally recognized secondary focus, resulting in custom degrees carefully suited both to individual student interest and the unique needs of prospective employers. Students selecting a minor would do well to declare the minor early in their studies at LCU since their open electives may be limited to as few as three hours. At Lincoln Christian, we have the following minors:

- Bible Exposition
- Biblical Languages
- Biblical Studies
- Business Administration
- Christian Ministry
- Communication Studies
- Global Youth Ministry
- Intercultural Studies
- Media Arts and Worship Technology
- Music
- New Testament
- Old Testament
- Philosophy
- Preaching Ministry
- Pre-Law
- Psychology
- Spiritual Formation
- Theology and Philosophy
- Youth and Family Ministry

Two Majors or Specializations

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

Two Degrees

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

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

Program Requirements

The following pages contain a brief description of the requirements for each of the academic programs offered by the University, many of which can be taken with an "honors" emphasis (see page 45 and 65).^{*} The academic programs described in this chapter are listed in the following order:

Bachelor of Arts degree programs (120 hours)

- Biblical Studies
- Business Administration
- Children's Ministry
- Christian Ministry
- Communication Studies
- Intercultural Studies
- Philosophy
- Preaching Ministry
- Psychology
- Spiritual Formation and Ministry
- Worship Ministry
- Youth and Family Ministry

Associate of Arts degree programs

- Bible (61 hours)
- Education (73 hours) – LCU/Greenville College's 2/2 program

Associate of Science degree program (70 hours)

- Pre-Nursing

English Language Academy

See page 81 for further information (also online at <https://www.lincolncr christian.edu/china institute>)

^{*}Suggested course sequences are available through academic advisors.

The Common Core for Bachelor of Arts Programs

The following courses are common to all the Bachelor of Arts programs of 120 hours. See page 36 for a list of the Common Core Learning Objectives.

BIBLE AND THEOLOGY CORE REQUIREMENTS		30
BI 170 Interpreting the Christian Scriptures	3	
BI 413 Senior Seminar in Bible	3	
CH 380 History of American Christianity and the Stone-Campbell Movement	3	
ID 101 An Introduction to Worldviews	3	
NT 104 New Testament I	3	
NT 301 New Testament II	3	
OT 139 Old Testament I	3	
OT 337 Old Testament II	3	
TH 160 Basic Christian Beliefs	3	
TH 416 Systematic Theology	3	
GENERAL EDUCATION REQUIREMENTS		37
Communication (9)		
LA 111 Composition I: Research*	3	
LA 113 Introduction to Speech*	3	
LA 210 Composition II: Exposition	3	
Math(3)		
MA 197 Math for Life OR MA 295 Statistics	3	
Science (7)**		
<i>Life:</i>		
SC 155 Biology & Society (Lecture only)	3	
SC 165 Biology & Society Lab	1	
SC 251 Microbiology (Lecture only)	3	
SC 252 Microbiology Lab	1	
<i>Physical:</i>		
SC 157 Chemistry & Society	3	
SC 158 Chemistry & Society Lab	1	
SC 257 Physical Science	3	
Humanities/Fine Arts (9)		
BI 111 Introduction to the Bible	3	
ID 201 Ancient Civilizations	3	
ID 202 From Early Church to Medieval World	3	
Social/Behavioral Science(9)		
ID 203 The Emerging Modern World	3	
ID 204 The Modern and Postmodern World	3	
SS 171 Principles of Psychology	3	
TOTAL GEN-ED HOURS IN THE 120-HOUR BA COMMON CORE:		67

Note: All new students are expected to complete the New Student Orientation program OR New Student Readiness program which consists of CM 098 Life at LCU and CM 099 AIM: Developing a Christ-Centered Life.

Note: Traditional students are required to earn a passing grade in Chapel (CM 101) and Service Learning (CM 100) during each semester in which 12 or more credit hours are taken. Non-traditional students are required to earn a passing grade in Service Learning (CM 100) during each semester in which 12 or more credit hours are taken.

* External proficiency exams and/or alternative competency measures are available for these courses.

**LCU will require one life science, one physical science, and one lab.

BA in Biblical Studies

The Biblical Studies major focuses on preparing servant-leaders for advanced theological study and teaching and leadership positions in the Church. Training leaders to think critically, constructively, and Christianly on Biblical and theological matters is crucial to the health of the local and universal Church. Because of this, we equip students with the linguistic, historical, and theological knowledge necessary to succeed in this service. Our students are not all expected to proceed to advanced studies at the graduate level, yet they will be able to succeed there if they choose to do so. For more information, please contact the program director, Dr. Frank Dicken, at fedicken@lincolncchristian.edu

Program Objectives:

Upon graduation, students will:

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

BIBLE AND THEOLOGY CORE (see page 13)		30
GENERAL EDUCATION CORE (see page 13)		37
BIBLICAL EXPOSITION REQUIREMENTS		30
CM 099 AIM: Developing a Christ-centered Life	0	
CM 100 Service Learning (each semester)	0	
CM 101 Chapel (each semester)	0	
BI 393 Second Temple Judaism	3	
BI 417 Text and Canon of the Bible	3	
BL 243 Elementary Greek I	3	
BL 244 Elementary Greek II	3	
BL 321 Elementary Hebrew I	3	
BL 322 Elementary Hebrew II	3	
BL 409 Greek Exegesis	3	
BL 410 Hebrew Exegesis	3	
CM 438 Expository Teaching	3	
PR 308 Homiletics	3	
OPEN ELECTIVES		23
TOTAL:		120

BA in Business Administration

Residential and Online

The Business Administration program prepares students for positions in the for-profit and not-for-profit sectors. Students focus on developing the business skills, work ethic, and character required to succeed in business today, with an emphasis on integrating the Christian faith and business. Students benefit from smaller classes, real-world projects, and an applied/skill-based approach to learning. LCU business graduates are currently serving in manufacturing, small businesses, corporate offices, sales, non-profits, and church/parachurch organizations. For further information, please contact the program director, Eric Teoro, at eteoro@lincolnchristian.edu.

Residential and Online Program Objectives:
Upon graduation, students will:

1. Possess an ethical framework and a virtuous character with which to conduct business.
2. Possess a strong work ethic and spirit of professionalism.
3. Possess teamwork and people skills.
4. Possess critical thinking and problem solving skills

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

All Business Administration students are required to:

1. Adhere to the guidelines outlined in the Business Administration program handbook.
2. Maintain a minimum of a 3.0 GPA in the major coursework (courses with an AD designation).
3. Complete 24 hours of AD courses at LCU. Excess hours, either transferred or taken at LCU, may count toward elective hours.
4. Take AD 380, AD 381, AD 480, and AD 485 at LCU. If a student transfers any of these courses to LCU, the course(s) may count toward elective hours and the corresponding course(s) will be retaken at LCU.

BIBLE AND THEOLOGY CORE (see page 13)		30
GENERAL EDUCATION CORE (see page 13)		37
BUSINESS ADMINISTRATION REQUIREMENTS (Residential)		36
CM 099 AIM: Developing a Christ-centered Life*	0	
CM 100 Service Learning (each semester)	0	
CM 101 Chapel (each semester)*	0	
AD 101 Introduction to Business	3	
AD 292 Business Communication	3	
AD 355 Accounting and Finance	3	
AD 373 Marketing I	3	
AD 374 Marketing II	3	
AD 380 Organizational Behavior	3	
AD 381 Human Resource Management	3	
AD 480 Organizational Management	3	
AD 485 Business Ethics	3	
AD 487 Project Management	3	
AD 488 Operations Management	3	
AD 493 Leading and Managing Change	3	
OPEN ELECTIVES**		17
TOTAL:		120

*AIM and Chapel Attendance are required of traditional students

**As a possible open elective for this degree the student may choose to complete an internship (1-12 credit hours, program director approval required; repeatable).

BUSINESS ADMINISTRATION REQUIREMENTS (Online)		30
CM 100 Service Learning (each semester)	0	
AD 292 Business Communication	3	
AD 355 Accounting and Finance	3	
AD 373 Marketing I	3	
AD 380 Organizational Behavior	3	
AD 381 Human Resource Management	3	
AD 480 Organizational Management	3	
AD 485 Business Ethics	3	
AD 487 Project Management	3	
AD 488 Operations Management	3	
AD 493 Leading and Managing Change	3	
OPEN ELECTIVES*		23
TOTAL:		120

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

BA in Children's Ministry

The Children's Ministry program is for the students who are working with children and their families primarily in a church setting. Occupations include children's minister, directors, and teachers. The program also prepares students to do graduate education in M.R.E. programs, Children's Spirituality, and other children's related degree programs. The program equips the students to become competent leaders and professionals in their vocation through biblical and theological studies, psychological studies, and educational theory. Students also are involved in field experiences through internships and practicums. For more information contact the program director, Bob Monts, at bmonts@lincolnchristian.edu.

Program Objectives:

Upon graduation, students will:

1. Understand the Biblical, theological, psychological, social, and cultural foundations of children and family affairs.
2. Design and implement various educational ministries for the purpose of Christian formation of children and family in the church and faith-based organizations as well as public contexts.
3. Demonstrate administrative and leadership skills for church and community education.
4. Be able to serve children and family affairs in the capacity of teacher, minister, director, and skilled helping professional, equipped with an exemplary character.

BIBLE AND THEOLOGY CORE (see page 13)		30
GENERAL EDUCATION CORE (see page 13)		37
CHILDREN'S MINISTRY REQUIREMENTS		45
CM 099 AIM: Developing a Christ-centered Life	0	
CM 100 Service Learning (each semester)	0	
CM 101 Chapel (each semester)	0	
CM 201 Foundations of Christian Ministry	3	
CM 315 Evangelism, Discipleship, and Faith Development	3	
CM 411 Christian Leadership	3	
CM 417 Church Administration	3	
CM 420 Pastoral Care	3	
IC 335 Global Cultural Intelligence	3	
PR 308 Homiletics OR CE 306 Teaching Ministry of the Church	3	
Choose two 300/400 level electives with the following prefixes: CE, CM, IC, PR, SF, WM, YM OR BL 243 Elementary Greek I and BL 244 Elementary Greek II	6	
Children's Ministry Specific Courses		
CE 302 Child Theology and Spiritual Development	3	
CE 400 Orientation to Internship	0	
CE 401 Internship in Children's Ministry	0	
ED 238 Child Growth	3	
PS 335 Marriage and the Family	3	
PS 441 Ministry to Children in Crisis	3	
SF 260 Christian Spirituality OR WM 383 Biblical Theology of Worship	3	
YM 318 Introduction to Children's Ministry	3	
OPEN ELECTIVES		8
TOTAL:		120

BA in Christian Ministry

The Bachelor of Arts in Christian Ministry degree program provides students the knowledge, attitudes, and skills necessary to enter vocational ministry. The curriculum focuses on becoming a versatile, servant leader who is prepared to work as part of a team. The curriculum is centered in God's Word in order to prepare students for God's work. For more information contact the program director, Bob Monts, at bmonts@lincolncchristian.edu.

Program Objectives:

Upon graduation, students will:

1. Understand and apply Biblical foundations for evangelism, discipleship, and spiritual formation.
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.
5. Develop skills and mindset to provide care and support in the church ministry context.

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BIBLE AND THEOLOGY CORE (see page 13)	30	
GENERAL EDUCATION CORE (see page 13)		37
CHRISTIAN MINISTRIES REQUIREMENTS		30
CM 099 AIM: Developing a Christ-centered Life*	0	
CM 100 Service Learning (each semester)	0	
CM 101 Chapel (each semester)*	0	
CM 201 Foundations of Christian Ministry	3	
CM 315 Evangelism, Discipleship and Faith Development	3	
CM 400 Orientation to Internship	0	
CM 401 Internship in Christian Ministry	0	
CM 411 Christian Leadership	3	
CM 417 Church Administration	3	
CM 420 Pastoral Care	3	
IC 335 Global Cultural Intelligence	3	
PR 308 Homiletics OR CE 306 Teaching and Learning in the Church	3	
SF 260 Christian Spirituality OR WM 383 Biblical Theology of Worship	3	
Choose two 300/400 level electives with the following prefixes: CE, CM, IC, PR, SF, WM, YM OR BL 243 Elementary Greek I and BL 244 Elementary Greek II	6	
OPEN ELECTIVES		23
TOTAL:		120

*AIM and Chapel attendance are required of traditional students.

BA in Communication Studies

The Communication Studies program is designed to help students cultivate theoretically grounded and highly developed competencies in the production, delivery, and criticism of diverse forms of human communication. Students will learn to use their communication expertise in a way that is ethical and consistent with a Christian worldview as they pursue personal growth, professional advancement, and the fulfillment of their responsibilities as citizens and servant-leaders in the church and community.

A major in Communication Studies empowers students to understand, evaluate, and practice effective discourse. "Rhetoric" is the art of persuasion and this art provides the program with a conceptual core relevant to the study of all forms of human communication.

To make them more effective and persuasive communicators, majors study communication performance (public speaking, argumentation/debate, advertising, interviewing, media, visual arts, etc.), theories of rhetoric and communication (how communication/persuasion work), the history of rhetoric and communication, critical methods (for evaluating significant discourse of the past and present), the rights and responsibilities for communicating in a free society (perspectives on ethics and free speech), and the impact of diverse channels (media) and contexts (interpersonal, business, public, intercultural, etc.) upon communication. This program prepares students for professional endeavors that highlight the need for effective communication abilities and informed communication choices. For further information, contact the program director, Dr. Peter Verkruyse, at pverkruyse@lincolncristian.edu.

Program Objectives:

Upon graduation, students will:

1. Apply the findings of research in rhetoric and communication to improve their effectiveness as communicators.
2. Become more critical consumers of the communication taking place in the world around them.
3. Analyze and assess significant rhetorical events of the past and present.
4. Understand and evaluate the implications of different theories of rhetoric and communication from philosophical, political, and ethical perspectives.
5. Understand and explain how culture shapes communication and how communication shapes culture.
6. Articulate an ethic of communication which is consistent with a Christian world view.

BIBLE AND THEOLOGY CORE (see page 13)		30
GENERAL EDUCATION CORE (see page 13)		37
COMMUNICATION STUDIES REQUIREMENTS		30
CM 099 AIM: Developing a Christ-centered Life	0	
CM 100 Service Learning (each semester)	0	
CM 101 Chapel (each semester)	0	
LA 301 Mass Communication	3	
LA 305 Argumentation & Debate	3	
LA 310 Rhetorical Tradition	3	
LA 318 Free Speech & Communication Ethics	3	
LA 331 Introduction to Communication Theory	3	
Critical Methods (choose 1)		
LA 315 Rhetorical Criticism	3	
LA 403 American Public Address I	3	
LA 404 American Public Address II	3	
Communication Studies Electives (choose 4)		
AD 292 Business Communication	3	
AD 373 Marketing I	3	
AD 374 Marketing II	3	
AD 381 Human Resource Management	3	
IC 371 Language and Communication	3	
LA 315 Rhetorical Criticism	3	
LA 317 Interpersonal Communication	3	
LA 335 Journalism	3	
LA 337 Organizational Communication	3	
LA 339 Family Communication	3	
LA 401 Internship in Communication*	3	
LA 403 American Public Address I: 1740-1900	3	
LA 404 American Public Address II: 1901-Present	3	
LA 405 Persuasion: Theory and Practice	3	
LA 499 Special Topics in Communication Studies	3	
PR 308 Homiletics	3	
WM 291 Sound for Worship I	3	
WM 293 Visual Media for Worship I	3	
WM 361 Visual Media for Worship II	3	
WM 363 Sound for Worship II	3	
WM 365 Production Issues for Worship	3	
*Internships may earn up to 12 credit hours but only 3 may be applied to the major. Additional hours earned may be applied toward the degree as an open elective.		
OPEN ELECTIVES		23
TOTAL:		120

BA in Intercultural Studies

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

The BA in Intercultural Studies degree is designed to prepare students for both *traditional* missionary service (e.g. evangelism, preaching, teaching, church planting, and leadership training) as well as holistic *non-traditional* missionary roles (e.g. relief and development, medical missions, education, children's ministry, youth ministry, sports ministry, music ministry, business-as-mission, etc.). For further information please contact the program director, Dr. Mike Nichols, at mnichols@lincolncristian.edu.

Program Objectives:

Upon graduation, students will:

1. Be able to learn any language by using a community-based, self-directed language strategy.
2. Be able to create a real world evangelism, discipleship, or church-planting strategy for an unreached area of the world.
3. Be able to give an effective, quality presentation to a potential partnering church.
4. Be successful in language and culture learning in an actual cross-cultural field context (internship).

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

BIBLE AND THEOLOGY CORE (see page 13)		30
GENERAL EDUCATION CORE (see page 13)		37
INTERCULTURAL STUDIES REQUIREMENTS		45
CM 099 AIM: Developing a Christ-centered Life	0	
CM 100 Service Learning (each semester)	0	
CM 101 Chapel (each semester)	0	
CM 201 Foundations of Christian Ministry	3	
CM 315 Evangelism, Discipleship, and Faith Development	3	
CM 411 Christian Leadership	3	
CM 417 Church Administration	3	
CM 420 Pastoral Care	3	
IC 335 Global Cultural Intelligence	3	
PR 308 Homiletics OR CE 306 Teaching Ministry of the Church	3	
SF 260 Christian Spirituality OR WM 383 Biblical Theology of Worship	3	
Choose two 300/400 level electives with the following prefixes: CE, CM, IC, PR, SF, WM, YM* OR BL 243 Elementary Greek I and BL 244 Elementary Greek II	6	
Intercultural Studies Specific Courses		
IC 251 Biblical and Historical Foundations for Mission	3	
IC 368 Missions in the 21 st Century	3	
IC 371 Language and Communication	3	
IC 372 Culture and Contextualization	3	
IC 400 Orientation to Internship	0	
IC 401 Internship in Intercultural Studies	0	
IC 460 Preparation for Cross-Cultural Ministry	3	
OPEN ELECTIVES		8
TOTAL:		120

*ICS students are encouraged to take IC 328 Ministry to Urban Children and Youth OR IC 329 Ministry to International Children and Youth AND SF 477 Spiritual Growth for the 6 hours of Christian Ministry electives. Students are encouraged to take SF 260 Christian Spirituality instead of WM 383 Biblical Theology for Worship. Students may also choose 6 hours of Greek to fulfill their Christian Ministries electives.

BA in Philosophy

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

Program Objectives:

Upon graduation, students will:

1. Have a basic knowledge of the major thinkers and texts in the history of Western philosophy.
2. Understand the fundamental topics and issues in philosophy, especially those that are germane to Christian thought.
3. Be skilled in the critical analysis of philosophical ideas and arguments.
4. Be able to think and present their own ideas in a creative and constructive manner.

BIBLE AND THEOLOGY CORE (see page 13)		30
GENERAL EDUCATION CORE (see page 13)		37
PHILOSOPHY REQUIREMENTS		30
CM 099 AIM: Developing a Christ-centered Life	0	
CM 100 Service Learning (each semester)	0	
CM 101 Chapel (each semester)	0	
PH 201 Introduction to Logic	3	
PH 303 Ancient Philosophy	3	
PH 304 Medieval Philosophy	3	
PH 305 Modern Philosophy	3	
PH 306 Contemporary Philosophy	3	
PH 314 Metaphysics and Epistemology	3	
PH 482 Ethics	3	
PH 487 Philosophy of Religion	3	
Philosophy electives (choose 2 from the following) (6 hours)		
ID 318 Kierkegaard	3	
ID 320 theology and Postmodernity	3	
PH 499 Readings in Philosophy	3	
PH 316 Christianity and Science	3	
OPEN ELECTIVES		23
TOTAL:		120

BA in Preaching Ministry

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

Program Objectives:

Upon graduation, students will:

1. Be able to construct and deliver a sermon from a Biblical text or topic.
2. Be able to develop an overall sermon plan that will advance the purpose of Christ in the congregation.
3. Understand the importance of cultivating and maintaining an inner life that brings honor and glory to Jesus for a life time.
4. Understand the different expectations of a preacher beyond construction and delivery of a sermon.

BIBLE AND THEOLOGY CORE (see page 13)		30
GENERAL EDUCATION CORE (see page 13)		37
PREACHING MINISTRY REQUIREMENTS		45
CM 099 AIM: Developing a Christ-centered Life	0	
CM 100 Service Learning (each semester)	0	
CM 101 Chapel (each semester)	0	
CM 201 Foundations of Christian Ministry	3	
CM 315 Evangelism, Discipleship, and Faith Development	3	
CM 411 Christian Leadership	3	
CM 417 Church Administration	3	
CM 420 Pastoral Care	3	
IC 335 Global Cultural Intelligence	3	
PR 308 Homiletics OR CE 306 Teaching Ministry of the Church	3	
SF 260 Christian Spirituality OR WM 383 Biblical Theology of Worship	3	
BL 243 Elementary Greek I	3	
BL 244 Elementary Greek II	3	
Preaching Ministry Specific Courses (15 hours)		
CM 410 Ministerial Ethics	3	
PR 301 Shaping Factors in Ministry	3	
PR 310 Expository Preaching*	3	
PR 330 Crucial Issues in Ministry	3	
PR 400 Orientation to Internship	0	
PR 401 Internship	0	
PR 415 Advanced Preaching*	3	
OPEN ELECTIVES		8
TOTAL:		120

* PR 308 is a prerequisite for PR 310 and PR 415.

BA in Psychology

The Psychology program prepares its students for future employment in church, parachurch, and other community-based settings. Graduates are equipped to work with individuals and families in entry-level positions such as inner city ministries, children's and group homes, social service agencies, crisis pregnancy centers, and benevolent and care ministries in the church.

Students interested in pursuing full-time positions as counselors, therapists, or psychologists receive adequate training in this program to be able to continue into graduate programs in counseling or psychology. For further information, contact the program director, Larry Roberts, at lroberts@lincolncristian.edu.

Program Objectives:

Upon graduation, students will:

1. Demonstrate empathy and compassion toward others.
2. Appreciate the diversity of God's creation.
3. Demonstrate honesty, integrity, and professionalism in working with others.
4. Work collaboratively with others in a ministry or human services context.
5. Understand and be able to evaluate the scientific methods used in designing and conducting social and behavioral science research.

Program Requirements:

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

1. All students are required to establish and maintain a minimum cumulative 2.0 grade point average.
2. All students are required to establish and maintain a minimum psychology core 2.5 grade point average.
3. Each student will meet all of the disposition requirements in order to qualify for graduation with a psychology major.

BIBLE AND THEOLOGY CORE (see page 13)		30
GENERAL EDUCATION CORE (see page 13)		37
<i>Psychology Majors are advised to take SS 171 since it is a pre-requisite for courses in the major.</i>		
PSYCHOLOGY REQUIREMENTS		30
CM 099 AIM: Developing a Christ-centered Life	0	
CM 100 Service Learning (each semester)	0	
CM 101 Chapel (each semester)*	0	
PS 230 Skills of the Helping Professional	3	
PS 249 Lifespan Developmental Psychology	3	
PS 289 Personality Theory	3	
PS 308 Abnormal Psychology	3	
PS 365 Psychology and Religion	3	
PS 371 Research Methods	3	
PS 376 Social Psychology	3	
PS 380 Physiological Psychology	3	
Psychology electives or Internship (for total of 6 credits)	6	
PS 400 Orientation to Internship	0	
PS 401 Internship OR PS Psychology electives (choose 2)	6	
OPEN ELECTIVES		23
TOTAL:		120

*AIM and Chapel Attendance is required of traditional students.

BA in Spiritual Formation and Ministry

Spiritual formation is all about cultivating an *authentic* relationship with God and His creation. Accordingly, this program is carefully designed for students who are extremely passionate about facilitating spiritual growth for the sake of others in the church, parachurch, and the world. The program is grounded in time-tested spiritual friendship and soul care. Graduates are (or have been) employed in ministries of spiritual formation, church planting, social justice, outreach, discipleship, creative arts, higher education, athletics, and more. The program also serves to ground those wanting to do graduate work in spiritual formation and related disciplines, as well as those desiring to acquire certificates in spiritual direction a bit later in life. When possible, students may want to customize available elective hours to fit their unique ministry objectives. For further information, please contact the program director, Dr. Neal Windham, nwindham@lincolncchristian.edu.

Program Objectives:

Upon graduation, students will:

1. Demonstrate familiarity with selected history, theology, and literature of Christian spirituality.
2. Understand how people experience God (the Father, Son, and Holy Spirit) and God's creating in authentic and inauthentic ways.
3. Understand, practice, and teach established holy habits as means of fulfilling the twin commandments to love God and neighbor.
4. Assess spiritual growth in church and parachurch settings.
5. Design and implement appropriate spiritual formation practices.

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

BIBLE AND THEOLOGY CORE (see page 13)		30
GENERAL EDUCATION CORE (see page 13)		37
SPIRITUAL FORMATION REQUIREMENTS		45
CM 099 AIM: Developing a Christ-centered Life	0	
CM 100 Service Learning (each semester)	0	
CM 101 Chapel (each semester)	0	
CM 201 Foundations of Christian Ministry	3	
CM 315 Evangelism, Discipleship, and Faith Development	3	
CM 411 Christian Leadership	3	
CM 417 Church Administration	3	
CM 420 Pastoral Care	3	
IC 335 Global Cultural Intelligence	3	
PR 308 Homiletics OR CE 306 Teaching Ministry of the Church	3	
SF 260 Christian Spirituality* OR WM 383 Biblical Theology of Worship	3	
Choose two 300/400 level electives with the following prefixes: CE, CM, IC, PR, SF, WM, YM OR BL 243 Elementary Greek I and BL 244 Elementary Greek II	6	
Spiritual Formation and Ministry Specific Courses		
SF 247 Prayer Practice	3	
SF 344 Spiritus**	3	
SF 366 Compassion	3	
SF 400 Orientation to Internship	0	
SF 401 Internship	0	
SF 445 Spiritual Direction and the Care of Souls**	3	
SF 477 Spiritual Growth	3	
OPEN ELECTIVES		8
TOTAL:		120

*Spiritual Formation and Ministry majors must take SF 260 either here or as a SF Elective.

**SF 260 is a prerequisite for SF 344 and 445.

BA in Worship Ministry

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

Program Objectives:

Upon graduation, students will have obtained the following skills:

1. Personal Musicianship Skills: Ability to lead vocally and from a keyboard
2. Musical Literacy Skills: Mastery of the language of music as demonstrated by a fluent understanding of music notation, score reading, chart reading, sight-reading, aural training, and arranging techniques.
3. Group Rehearsal Skills: Ability to prepare and execute time-efficient plans for weekly choir, vocal team, and worship band rehearsals.
4. Worship Planning Skills: A working knowledge and understanding of Biblical worship principles, and various models of worship planning and design in order to effectively apply these principles in various congregational and cultural contexts.
5. Worship Technology Skills: A working knowledge of music notation software, visual media tools, lighting equipment, and sound system basics.
6. Worship Administrative Skills: Long-range planning, budget preparation, facility/equipment scheduling and maintenance, copyright issues, music product resources, event promotion, and people management.

BIBLE AND THEOLOGY CORE (see page 13)		30
GENERAL EDUCATION CORE (see page 13)		37
WORSHIP MINISTRY REQUIREMENTS		30
CM 099 AIM: Developing a Christ-centered Life	0	
CM 100 Service Learning (each semester)	0	
CM 101 Chapel (each semester)	0	
WM 170, 207, 307, 407 Applied Voice (4 1-credit semesters)	4	
WM 178 Small Vocal Ensemble (3 1-credit semesters)	3	
WM 184 Chorale (3 1-credit semesters)	3	
WM 251 Musicianship Skills I	3	
WM 282 Keyboard Basics for Ensembles I	1	
WM 289 Keyboard Skills I	1	
WM 301 Introduction to Worship Technology	3	
WM 351 Musicianship Skills II	3	
WM 359 Keyboard Skills II	1	
WM 376 Arranging	2	
WM 383 Biblical Theology of Worship	3	
WM 390 Programming and Design for Worship	1	
WM 391 Practicum in Worship Design (2 – 1 credit semesters)	2	
WM 402 Internship in Worship Ministry	0	
OPEN ELECTIVES		23
TOTAL:		120

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

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

BA in Youth and Family Ministry

The Youth and Family Ministry program prepares apprentices of Jesus to become LEADING SERVANTS who discover and develop the necessary core competencies to serve the Church in a variety of ministry settings (youth ministers for birth to college age students, specific age-level ministers [e.g., middle school ministers], family ministers or next-gen ministers, associate ministers working with youth, church-related organizations, and campus ministers in urban and international settings and related areas). Students develop a theologically-grounded philosophy of ministry that will guide their minds, hearts, and acquired skills in being faithful and relevant in empowering LEADING SERVANTS, partnering with families, and cultivating sustainable environments for the spiritual formation of adolescent disciples. For further information, contact the program director, Rondel Ramsey, at rramsey@lincolncristian.edu.

Program Objectives:

By graduation each Youth and Family Ministry Student is a LEADING SERVANT who LOVES students and their families by:

- LEADING competently, cultivating sustainable environments and practices so that catalytic spiritual formation and wise ministry administration naturally occur (Acts 6:1-4, Eph. 4:11-16, Col. 3:17, 23-24). **Competency**
- ORIENTING intrinsically, articulating God's Word faithfully through innovative creativity (preaching, teaching, and learning experiences) that produces life-long discipleship (Col. 1:28-29, Col. 4:3-6, 2 Tim. 3:14-17). **Communication**
- VALUING compassionately, relating empathetically and lovingly, developing safe, empowering, and interdependent communities of whole and holy soul care (Mark 12:31, Phil. 2:1-5, 1 Thess. 2:8). **Chemistry**
- EXAMINING curiously, exegeting cultures, particularly adolescent trends, texts, and paradigms, seeking thick and multileveled understanding through a Biblical worldview, responding lovingly on the redemptive edge (Acts 17, 2 Cor. 10:3-5, 1 Peter 2:11-12). **Critiquing**
- SERVING humbly, seeking first the Kingdom of God as an apprentice of Jesus, confidently using gifts and talents, and modeling a Christlike, emotionally healthy life (Matt. 6:33, Mark 10:43-45, Mark 12:30). **Christlikeness**

Program requirements:

All majors must maintain a minimum 2.5 GPA in the major coursework (i.e., courses with a CM and/or YM designation). Students not maintaining the minimum may be subject to probation or dismissal from the program. YM 211, YM 325, YM 327, and YM 480 must be taken at LCU to be counted toward the program hours. Youth Ministry hours can be transferred in, but may need to be counted as elective hours.

BIBLE AND THEOLOGY CORE (see page 13)		30
GENERAL EDUCATION CORE (see page 13)		37
YOUTH MINISTRY REQUIREMENTS		45
Christian Ministry Foundational Courses		30
CM 099 AIM: Developing a Christ-centered Life	0	
CM 100 Service Learning (each semester)	0	
CM 101 Chapel (each semester)	0	
BL 243 Elementary Greek I	3	
BL 244 Elementary Greek II	3	
CM 201 Foundations of Christian Ministry	3	
CM 315 Evangelism, Discipleship, and Faith Development	3	
CM 411 Christian Leadership	3	
CM 417 Church Administration	3	
CM 420 Pastoral Care	3	
IC 335 Global Cultural Intelligence	3	
PR 308 Homiletics OR CE 306 Teaching Ministry of the Church*	3	
SF 260 Christian Spirituality OR WM 383 Biblical Theology of Worship	3	
Youth and Family Ministry Specific Courses		
YM 111 Youth/Family Ministry Orienteering	0	
YM 202 PRIMER	0	
YM 211 Intro to Youth Ministry	3	
YM 325 Relational Dynamics for Youth/Family	3	
YM 326 Youth Ministry Nuts and Bolts	3	
YM 327 Social Issues for Youth and Family Ministry	3	
YM 401 Orientation to Youth and Family Ministry Internship	0	
YM 402 Youth and Family Ministry Internship	0	
YM 480 Mathetes: Spiritual Formation for YM	3	
*Students are highly encouraged to take CE 306 Teaching and Learning in the Church as an elective and additional Greek and/or Hebrew classes to deepen their foundation for life-long learning and teaching.		
OPEN ELECTIVES		8
TOTAL:		120

AA in Education

Lincoln Christian University offers the AA in Education to prepare Christian educators to serve diverse learners in diverse cultures, believing that God has charged us with this responsibility and privilege. It is our goal to produce Christian educators who are life-long learners becoming master teachers – following the example of the Master Teacher, Jesus Christ. For further information concerning the AA in Education, please contact Miriam Windham at mwindham@lincolncchristian.edu.

Through a joint arrangement with Greenville College (GC), LCU offers the opportunity for students to receive a strong foundation in Bible/theology and general education from a Christian worldview, in addition to professional education courses and teacher licensure. This program results in an Associate of Arts degree in Education from LCU and a Bachelor of Science (BS) degree in Elementary Education from GC. This program typically takes 4 years to complete (2 with LCU and 2 with GC at GC tuition rates) and is offered on the LCU campus.

Career and Ministry Opportunities:

- Teaching in Christian and public schools in the U.S. and internationally
- Church and parachurch ministry positions related to children/youth
- Church leadership, positions in public for private social service agencies.

Program Objectives:

Upon graduation, students will:

1. Develop critical thinking skills founded in a Biblical worldview.
2. Acquire a foundational knowledge of educational theory, child development, and the American system of education.

Important Note for AA in Education majors:

In order to complete the Greenville College portion of the program, you must maintain a minimum 2.7 grade point average, pass each course with a C or better, and secure an acceptable ACT or TAP score.

BIBLE AND THEOLOGY		15
BI 170 Interpreting the Christian Scriptures	3	
CH 380 History of American Christianity and the Stone-Campbell Movement	3	
ID 101 An Introduction to Worldviews	3	
NT 104 New Testament I	3	
TH 160 Basic Christian Beliefs	3	
GENERAL EDUCATION		40
BI 111 Introduction to the Bible	3	
ED 223 Children's Literature	3	
ED 238 Child Growth	3	
ID 201 Ancient Civilizations	3	
LA 111 Composition I: Research*	3	
LA 113 Introduction to Speech	3	
LA 210 Composition II: Exposition	3	
MA 161 Math for Elementary Teachers I	3	
MA 208 Math for Elementary Teachers II	3	
SC 155 Biology and Society (Lecture only)	3	
SC 165 Biology and Society Lab	1	
SC 257 Physical Science	3	
SS 261 Principles of Economics	3	
SS 263 Citizens and Government*	3	
OTHER REQUIREMENTS		18
CM 099 AIM: Developing a Christ-centered Life	0	
CM 100 Service Learning (each semester)	0	
CM 101 Chapel (each semester)	0	
ED 141 Introduction to Educational Practice	3	
ED 221 Cultural Awareness in the Classroom*	3	
ED 237 Survey of the Exceptional Child	3	
HI 141 American History*	3	
SC 112 Nutrition and Wellness	3	
SS 223 World Geography*	3	
TOTAL:		73 (105 FE)

Note: This program results in an Associate of Arts degree in Education from LCU and (if Greenville College requirements are met) a Bachelor of Science degree in Elementary Education from GC.

*External proficiency exams and/or alternative competency measures are available for these courses. (LCU requirements may differ from GC). See page 94.

AA in Bible

The Associate of Arts in Bible is a two-year (61-hour) degree program designed for students who expect to serve in church or parachurch organization leadership, as appropriate for students equipped with an associates degree. For further information contact the program advisor, Dr. Steven Cone, at scone@lincolncchristian.edu.

Program Objectives:

Upon graduation, students will:

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

GENERAL EDUCATION CORE (see page 13)		37
BIBLE AND THEOLOGY REQUIREMENTS		24
BI 170 Interpreting the Christian Scriptures	3	
CH 380 History of American Christianity and the Stone-Campbell Movement	3	
ID 101 An Introduction to Worldviews	3	
NT 104 New Testament I	3	
NT 301 New Testament II	3	
OT 139 Old Testament I	3	
OT 337 Old Testament II	3	
TH 160 Basic Christian Beliefs	3	
OTHER REQUIREMENTS	0	
CM 099 AIM: Developing a Christ-centered Life	0	
CM 100 Service Learning (each semester)	0	
CM 101 Chapel (each semester)***	0	
TOTAL HOUR REQUIREMENT		61

*External proficiency exams and/or alternative competency measures are available for these courses. See page 94.

**LCU will require one life science, one physical science, and one lab.

***AIM and Chapel attendance is required of traditional students.

AS in Pre-Nursing

This 70-hour associate degree program is for students who want to pursue a Bachelor of Science in Nursing (BSN) degree program at a college of nursing.* This program not only meets the typical 62 hour pre-nursing program requirements from most schools of nursing, but also adds an additional 18 hours of courses in Bible and Christian worldview studies that meet LCU's mission of "nurturing and equipping Christians with a Biblical worldview to serve and lead in the church and the world." For further information, contact Dr. Sharon Bloch at srbloch@lincolncristian.edu.

Program Objectives:

Upon graduation students will:

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

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

Program Requirements:

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

BIBLE AND THEOLOGY		18
BI 170 Interpreting the Christian Scriptures	3	
CH 380 History of American Christianity and the Stone-Campbell Movement	3	
ID 101 An Introduction to Worldviews	3	
NT 104 New Testament I	3	
OT 139 Old Testament I	3	
TH 160 Basic Christian Beliefs	3	
GENERAL EDUCATION		18
ID 201 Ancient Civilizations	3	
LA 111 Composition I: Research*	3	
LA 113 Introduction to Speech*	3	
LA 210 Composition II: Exposition	3	
SS 164 Introduction to Sociology	3	
SS 171 Principles of Psychology	3	
PRE-NURSING COURSES		34
CM 099 AIM: Developing a Christ-centered Life	0	
CM 100 Service Learning (each semester)	0	
CM 101 Chapel (each semester)	0	
MA 197 Math For Life	3	
MA 295 Statistics	3	
SC 112 Nutrition and Wellness	3	
SC 157 Chemistry and Society	3	
SC 158 Chemistry and Society Lab	1	
SC 251 Microbiology (Lecture only)	3	
SC 252 Microbiology Lab	1	
SC 255 Anatomy and Physiology I	4	
SC 256 Anatomy and Physiology II	4	
SS 249 Lifespan Developmental Psychology	3	
SS 263 Citizens and Government	3	
SS 268 Non-Western Religions	3	
TOTAL:		70

**External proficiency exams and/or alternative competency measures are available for these courses. See page 94.*

Minors

Minor in Bible Exposition

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

BIBLE EXPOSITION MINOR REQUIREMENTS		
Greek or Hebrew (all in same language)	6	
Choose one:		
BI 393 Second Temple Judaism	3	
BI 417 Text and Canon of the Bible	3	
Choose one:		
CM 438 Expository Teaching	3	
PR 308 Homiletics	3	
Choose one:		
BI 427 Advanced Hermeneutics	3	
OT or NT book study	3	
TOTAL:		15

Minor in Biblical Languages

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

BIBLICAL LANGUAGES MINOR REQUIREMENTS		
Choose 5 classes with BL prefix		
TOTAL:		15

Minor in Biblical Studies

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

BIBLICAL STUDIES MINOR REQUIREMENTS		
Greek or Hebrew (all in same language)	6	
Choose two:		
BI 393 Second Temple Judaism	3	
BI 417 Text and Canon of the Bible	3	
BI 427 Advanced Hermeneutics	3	
Choose one:	3	
CM 438 Expository Teaching OR		
PR 308 Homiletics	3	
TOTAL:		15

Minor in Business Administration

A minor in Business Administration will prepare students for service in the business and non-profit sectors. Students focus on developing the business skills, work ethic, and character required to succeed in business today, with an emphasis on integrating the Christian faith and business. Students benefit from smaller classes, real-world projects, and an applied/skill-based approach to learning. For further information, please contact the program director, Eric Teoro, at eteoro@lincolncchristian.edu.

Program Requirements

All students minoring in Business Administration are required to:

1. Adhere to the guidelines outlined in the Business Administration Program Handbook.
2. Take AD 380 and AD 485 at LCU. If a student transfers either of these courses to LCU, the course(s) may count toward elective hours and the corresponding course(s) will be retaken at LCU.

Students must complete 9 hours of AD courses at LCU. Excess hours, either transferred or taken at LCU may count toward elective hours.

BUSINESS ADMINISTRATION MINOR REQUIREMENTS		9
AD 373 Marketing I	3	
AD 380 Organizational Behavior	3	
AD 485 Business Ethics	3	
BUSINESS ADMINISTRATION ELECTIVES		6
Choose two from the following Business offerings:		
AD 374 Marketing II	3	
AD 381 Human Resource Management	3	
AD 480 Organizational Management	3	
AD 487 Project Management	3	
AD 488 Operations Management	3	
AD 493 Leading and Managing Change	3	
TOTAL:		15

Minor in Christian Ministry

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

Program Requirements

Upon graduation students will:

1. Understand and apply Biblical foundations for evangelism, discipleship, and spiritual formation.
2. Be able to articulate a personal philosophy of ministry.
3. Develop skills and mindset to provide care and support in the church ministry context.

CHRISTIAN MINISTRY MINOR REQUIREMENTS		
CM 201 Foundations of Christian Ministry	3	
CM 315 Evangelism, Discipleship, and Faith Development	3	
CM 411 Christian Leadership	3	
CM 420 Pastoral Care	3	
IC 335 Global Cultural Intelligence	3	
TOTAL:		15

Minor in Communication Studies

In this minor, students will be provided with a foundational understanding of theories in rhetoric and communication in both the humanistic and social science traditions. The minor is designed to permit students to strengthen their understanding of and skills in communication in ways relevant to their chosen major and professional interests. For further information, contact the program director, Dr. Peter Verkruyse, at pverkruyse@lincolncchristian.edu.

COMMUNICATION STUDIES MINOR REQUIREMENTS		15
Required Courses:		
LA 310 The Rhetorical Tradition	3	
LA 331 Introduction to Communication Theory	3	
COMMUNICATION ELECTIVES (choose 3)		9
AD 292 Business Communication	3	
AD 373 Marketing I	3	
AD 374 Marketing II	3	
AD 381 Human Resource Management	3	
IC 371 Language and Communication	3	
LA 301 Mass Communication	3	
LA 305 Argumentation & Debate	3	
LA 315 Rhetorical Criticism	3	
LA 317 Interpersonal Communication	3	
LA 318 Free Speech & Communication Ethics	3	
LA 335 Journalism	3	
LA 337 Organizational Communication	3	
LA 339 Family Communication	3	
LA 403 American Public Address I: 1740-1900	3	
LA 404 American Public Address II: 1901-Present	3	
LA 405 Persuasion: Theory and Practice	3	
LA 499 Special Topics in Communication Studies	3	
PR 308 Homiletics	3	
WM291 Sound for Worship I	3	
WM 293 Visual Media for Worship I	3	
WM 361 Visual Media for Worship II	3	
WM 363 Sound for Worship II	3	
WM 365 Production Issues for Worship	3	
LA 401 Internship in Communication	3	
TOTAL:		15

Minor in Global Youth Ministry

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

Program Requirements

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

GLOBAL YOUTH MINISTRY MINOR REQUIREMENTS		12
IC 328 Ministry to Urban Children and Youth	3	
IC 329 Ministry to International Children and Youth	3	
SF 477 Spiritual Growth	3	
YM 211 Introduction to Youth Ministry	3	
GLOBAL YOUTH MINISTRY ELECTIVES (choose 1)		3
YM 325 Relational Dynamics for Youth Ministry	3	
YM 327 Social Issues for Youth and Family Ministry	3	
TOTAL:		15

Minor in Intercultural Studies

The Intercultural Studies program is designed to help prepare students for entry-level intercultural ministry, both domestic and foreign. This minor allows students to take five foundational courses essential for intercultural ministry. For further information, please contact the program director, Dr. Mike Nichols, at mnichols@lincolncchristian.edu.

Program Requirements:

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

INTERCULTURAL STUDIES MINOR REQUIREMENTS		15
IC 251 Biblical and Historical Foundations for Missions	3	
IC 335 Global Cultural Intelligence	3	
IC 371 Language and Communication	3	
IC 372 Culture and Contextualization	3	
IC 460 Preparation for Cross-Cultural Ministry	3	
TOTAL:		15

Minor in Media Arts and Worship Technology

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

MEDIA ARTS AND WORSHIP TECHNOLOGY REQUIREMENTS*		15
WM 291 Sound for Worship I	3	
WM 293 Visual Media for Worship I	3	
WM 361 Visual Media for Worship II	3	
WM 363 Sound for Worship II	3	
WM 365 Production Issues for Worship	3	
TOTAL:		15

*Of the 15 hours required, students must complete 9 hours of WM courses at LCU.

Minor in Music

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

MUSIC MINOR REQUIREMENTS		15*
WM 160, 161, 167, 168 Applied Lessons (non-major) (3 1-credit semesters)**	3	
WM 178 Small Vocal Ensemble OR WM 184 Chorale (each 3 1-credit semesters)	3	
WM 251 Musicianship Skills I	3	
WM 282 Keyboard Basics for Ensembles I	1	
WM 289 Keyboard Skills I	1	
WM 351 Musicianship Skills II	3	
WM 359 Keyboard Skills II	1	
TOTAL:		15

*Of the 15 hours required, students must complete 9 hours of WM courses at LCU.

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

Minor in New Testament

This minor equips students to understand and interpret the New Testament according to its relevant contexts and original language. For further information, please contact the program director, Dr. Frank Dicken, at fedicken@lincolncchristian.edu.

NEW TESTAMENT MINOR REQUIREMENTS		15
BL 243 Elementary Greek I	3	
BL 244 Elementary Greek II	3	
Choose two:		
BI 393 Second Temple Judaism	3	
BI 417 Text and Canon of the Bible	3	
BI 427 Advanced Hermeneutics	3	
Choose one:		
BL 341 Advanced Greek I	3	
NT Book Study	3	
TOTAL:		15

Minor in Old Testament

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

OLD TESTAMENT MINOR REQUIREMENTS		15
BI 393 Second Temple Judaism	3	
BI 417 Text and Canon of the Bible	3	
BL 321 Elementary Hebrew I	3	
BL 322 Elementary Hebrew II	3	
CM 438 Expository Teaching OR PR 308 Homiletics	3	
TOTAL:		15

Minor in Philosophy

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

PHILOSOPHY MINOR REQUIREMENTS		
5 PH prefixed courses*		15
TOTAL:		15

Minor in Preaching Ministry

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

PREACHING MINISTRY MINOR REQUIREMENTS		15
PR 308 Homiletics	3	
CM 410 Ministerial Ethics	3	
PR 301 Shaping Factors in Ministry	3	
PR 310 Expository Preaching	3	
PR 330 Crucial Issues in Ministry		3
TOTAL:	15	

Minor in Pre-Law

The minor in Pre-Law is designed to prepare those interested in pursuing a legal education by focusing coursework on communication, critical thinking, and the American legal system. For further information, please contact the program director, Dr. Silas McCormick, at smccormick@lincolncchristian.edu.

AMERICAN LEGAL SYSTEM REQUIREMENTS		6
AD 454 Nonprofit Law	3	
SS 263 Citizens and Government	3	
Communication and Critical Thinking (choose 3)		9
AD 291 Presentation Design and Delivery	3	
AD 292 Business Communication	3	
AD 485 Business Ethics	3	
BI 427 Advanced Hermeneutics	3	
HI 141 American History	3	
LA 305 Argumentation and Debate	3	
LA 318 Free Speech and Communication Ethics	3	
LA 405 Persuasion: Theory and Practice	3	
PH 201 Introduction to Logic	3	
PH 482 Ethics	3	
PR 308 Homiletics	3	
PR 310 Expository Preaching	3	
PS 371 Research Methods		
TOTAL:		15

Minor in Psychology

Since the study of psychology leads to a better understanding of people, a psychology minor is an excellent way to enhance many degrees offered at Lincoln Christian University. Any LCU undergraduate student desiring a minor in psychology will be expected to successfully complete 15 credit hours in the area of psychology, with a minimum of 12 of the credit hours from LCU. Only those courses which the student receives a 2.0 GPA or above will count toward the minor. When a student desires a minor in psychology, he or she will need to make an appointment with the psychology program director, Larry Roberts. For further information, please contact him at lroberts@lincolnchristian.edu.

PSYCHOLOGY MINOR REQUIREMENTS		9
PS 230 Skills of the Helping Professional	3	
PS 365 Psychology and Religion	3	
SS 171 Principles of Psychology	3	
PSYCHOLOGY ELECTIVES* choose 2	6	
TOTAL:		15

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

Minor in Spiritual Formation

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

SPIRITUAL FORMATION MINOR REQUIREMENTS		15
SF 247 Prayer Practice	3	
SF 260 Christian Spirituality	3	
SF 366 Compassion	3	
SF 445 Spiritual Direction and the Care of the Souls	3	
SF 477 Spiritual Growth	3	
TOTAL:		15

Minor in Theology and Philosophy

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

THEOLOGY AND PHILOSOPHY MINOR REQUIREMENTS		15
2 PH prefixed courses	6	
2 TH Prefixed courses	6	
1 PH or TH prefixed courses	3	
TOTAL:		15

Minor in Youth and Family Ministry

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

YOUTH MINISTRY MINOR REQUIREMENT*		15
YM 111 Orienteering Youth/Family Ministry	0	
YM 211 Introduction to Youth Ministry	3	
YM 325 Relational Dynamics for Youth Ministry	3	
YM 326 Youth Ministry Nuts and Bolts	3	
YM 327 Social Issues for Youth and Family Ministry	3	
YM 480 Mathetes: Spiritual Formation for Youth Ministry	3	
TOTAL:		15

*YM211, YM325, YM327, and YM480 must be taken at LCU (12) to be counted toward the program hours. Youth Ministry hours can be transferred in but may need to be counted as electives.

Certificate in Christian Service

The purpose of the Certificate in Christian Service is to equip lay leaders with the basic Christian skills and Biblical-Theological knowledge to serve as a leader in the local church. It consists of 24 credits as outlined below. Students in this certificate program are advised by the director of the Lincoln Leadership Institute. This is a non-Title IV participating program; no federal or state funds are applicable to the program with the exception of VA/G.I. Bill benefits which may be applicable.

The two learning objectives for the certificate are as follows:

1. The student will gain a basic acquaintance of Bible and Theology.
2. The student will gain basic ministry skills for service in the church.

Objective 1 Course Requirements:		12
BI 111 Introduction to the Bible	3	
BI 170 Interpreting the Christian Scripture	3	
ID 101 An Introduction to Worldviews	3	
TH 160 Basic Christian Beliefs	3	
Objective 2 Course Requirements:		12
CM 201 Foundations of Christian Ministry	3	
CM 315 Evangelism, Discipleship, and Faith Development	3	
Two Ministry Electives	6	
TOTAL:		24

Course Descriptions

The Curriculum

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

Bible and Theology Core

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

1. Know the content of the Christian scriptures.
2. Acquire the skills for interpreting and communicating the meaning of the Christian Scriptures.
3. Develop a competent understanding of Christian theology.
4. Articulate the Stone-Campbell Movement's call for church unity and biblical authority in carrying out God's mission in the world.
5. Recognize the theological distinctiveness and the apologetic basis of a Christian worldview.

General Education Core

The General Education Core helps you understand nature, societies, and yourself; develop a sensitive awareness of a world influenced by complex ideas; critically and respectfully evaluate the world from a Biblical perspective; communicate Christian truth; and effectively communicate in oral and written forms. Students who complete the common core in General Education will:

1. Formulate a Christian worldview and use the worldview to evaluate their own and other cultures, both past and present.
2. Know the history and significant contributions of Western society, especially in the context of the development of the Judeo-Christian heritage.
3. Communicate effectively in writing, speaking, and evaluating the communication of others.
4. Be able to articulate and defend a viewpoint on the intersection of science and faith.
5. Be able to read critically and analyze popular scientific information, and evaluate the extent to which an author has justified his/her claims.

Course Numbering

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

Course Prefixes:

AD	Business Administration
BI	General Bible
BL	Biblical Languages
CE	Christian Education
CH	Church History
CM	Christian Ministries
CPL	Credit for Prior Learning
ED	Education
ESL	English as a Second Language
HI	History
HO	Honors
IC	Intercultural Studies
ID	Interdisciplinary Studies
LA	Communication and Language
MA	Mathematics
NT	New Testament
OT	Old Testament
PH	Philosophy
PR	Preaching Ministry
PS	Psychology
SC	Science
SF	Spiritual Formation
SS	Social Science
TH	Theology
US	University Studies
WM	Worship Ministry
YM	Youth Ministry

Course Suffixes:

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

Note: A number of general education courses have been accepted for transfer credit as part of the Illinois Articulation Initiative (IAI). The specific IAI codes for these courses are listed with the course description for each of those courses. For more information, see pages 83 or visit the iTransfer website at www.itransfer.org.

Credit Hour Definition

Federal regulations about credit hour expectations effectively mandate that every 3-hour course require at least 125 hours of some combination of faculty instruction, class interaction, and student involvement.

Business Administration

AD 101 Introduction to Business. An introduction to major facets of business: marketing, accounting and finance, human resource management, management, and organizational behavior. (3)

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

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

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

AD 355 Accounting and Finance. An introduction to financial and managerial accounting concepts, financial statement analysis, time value of money, and project proposal evaluation.

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

AD 374 Marketing II. A continuation of concepts introduced in AD 373 with more emphasis given to market research, buyer behavior, and social-media marketing. Prerequisite: AD 373 (3)

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

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

AD 399 Special Topics in Business or Business Seminar. An in-depth study of various business topics. Topics could include personal finance, economic justice and development, sales, international business, leadership, advanced organizational behavior, business through literature and film, specialized business ethics (marketing, communication, finance, management), and public relations. May be repeated. (1-3)

AD 400 Orientation to Internship. An introduction to the internship experience and requirements. Topics include searching for an internship, resumes, interviews, learning covenants and site, and student requirements. To be taken prior to registering for an internship. Must be approved by the program director. Pass/No Pass. (0)

AD 401 Internship. A supervised internship conducted in a business setting. The internship may be completed with a for-profit or not-for-profit organization. Internships are individually structured according to student career pursuits and the needs of the site organization. Internships can range from 1 to 12 hours, and may be repeated for a maximum of 12 hours. Prerequisite: AD 400. (1-12)

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

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

AD 454 Nonprofit Law. An examination of the legal structure and governance requirements of nonprofit organizations, as well as how such organizations and their activities are impacted by taxation. The emphasis will be on religious and other 501(c)(3) charitable organizations, with a broad range of topics addressed including: powers and duties of officers and directors; dissolution; compensation; corporate transactions; restrictions on political activities; taxation, and first amendment. (3)

AD471 Marketing Research. An examination of research processes, data collection, data interpretation and analytical analysis, and summary reporting. Prerequisite: AD 373 (3)

AD472 Integrated Marketing Communication (IMC) and Advertising. An examination of brand strategy, management, measurement, advertising, promotions, public relations, and direct marketing. Prerequisite: AD 373. (3)

AD473 Buyer Behavior and Customer Relationship (CRM). An examination of consumer and business buyer decision making, determinants of buyer behavior, influencing buyer behavior, customer service, and customer relationship management. Prerequisite: AD 373 (3)

AD480 Organizational Management. An examination of planning, organizing, leading, and controlling with an emphasis on managerial skill development. (3)

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

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

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

AD 484 Entrepreneurship – Starting a Small Business. An examination of small business entrepreneurship activities including business opportunity screening and start-up, legal structure, operational, strategic, marketing and financial analysis, and business plan development. Prerequisites: AD 355 and AD 373 (3)

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

AD 487 Project Management. An examination of the concepts, tools, and techniques of traditional and agile project management, including need identification, work breakdown, scheduling, resource allocation, assessment, documentation, and teams. (3)

AD488 Operations Management. An examination of the processes utilized by organizations in the production of goods and services. Topics include operations strategy, measurement of operations performance, process selection, design, and analysis, facility and work design, lean operations systems, and quality management and control.

AD493 Leading and Managing Change. An examination of change theory, including consideration of corporate culture, politics, psychology of change, strategy, and leadership. (3)

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

General Bible

BI 111 Introduction to the Bible. An historical and literary survey of the Protestant Scriptures, the Old and New Testaments. (3)

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

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

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

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

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

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

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

BI 417 Text and Canon of the Bible. An examination of the historical, theological, and textual factors involved in the development of the Biblical canon, covering both what became the Old and New Testaments and what did not. (3)

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

Biblical Languages

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

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

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

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

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

BL 409 Greek Exegesis. By building on Greek basics, this course will emphasize using the Greek New Testament in the exegetical (interpretative) process. Students will develop a method for using the Greek text, English translations, and other appropriate tools to understand the context, grammar, syntax, word meanings, theology, and contemporary meaning of New Testament texts. Attention will be given to how to use the New Testament in preaching and teaching. Prerequisites: BL 243 and 244. (3)

BL 410 Hebrew Exegesis. By building on Hebrew basics, this course will emphasize using the Hebrew Old Testament in the exegetical (interpretative) process. Students will develop a method for using the Hebrew text, English translations, and other appropriate tools to understand the context, grammar, syntax, word meanings, theology, and contemporary meaning of Old Testament texts. Attention will be given to how to use the Old Testament in preaching and teaching. Prerequisites: BL 321 and 322. (3)

Christian Education

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

CE 305 Worship and Arts for Children

and Family Ministry. This course explores how to organize, develop, and implement a structured or personal worship for children. Emphasis will be placed on children's spiritual

CE306 Teaching Ministry of the Church.

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

CE315 Leading and Learning in Small Groups.

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

CE400 Internship in Children's Ministry: Orientation.

An introduction to and preparation for the internship experiences and life-related skills for all juniors two semesters prior to the planned internship. (0)

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

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

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

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. The course discusses the issues involved in transplanting and adjusting old European church systems to the New World and also creating new distinctly American expressions of the Christian faith. Special attention will be given to the rise and development of the Stone-Campbell (or Restoration) Movement in this social and religious context.

Prerequisites: TH 160 and sophomore status (3)

Christian Ministry

CM098 Life@LCU. This course will help new students be more successful at LCU by introducing them to LCU's writing and academic expectations as well as college-level reading and analytical skills. This course is part of the larger readiness program offered for new students. (0)

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

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

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

CM 201 Foundations of Christian Ministry. A survey of the Biblical, theological, and historical foundations for ministry in the contemporary church for students to identify their calling and philosophy of ministry. (3)

CM 315 Evangelism, Discipleship, and Faith Development. An exploration of how to develop Christlikeness through evangelism, discipleship, and faith development. (3)

CM 317 Interpersonal Communication. An introduction to the basic principles of communication which exist in face-to-face, interpersonal situations. Theories and applications will be explored as they relate to this most common of all communication settings. Special focus will be given to self-awareness, audience awareness, listening, message development and presentation, managing relationships, and decision-making. Prerequisite: LA 113, or demonstrated proficiency in LA 113. Same as LA 317. (3)

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

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

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

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

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)

CM 411 Christian Leadership. A study of the biblical principles, historical roots, theoretical development and practical expression of the leadership concept in both secular institutions and religious organizations. (3)

CM 417 Church Administration. A study of the principles of church administration, including teamwork, budget, and strategic planning in the local congregation. (3)

CM 420 Pastoral Care. A course on ministry skills and practical expressions of pastoral services such as basic counseling, marriage, funerals, and other ceremonies. (3)

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

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

Credit for Prior Learning (CPL)

For students in the non-traditional track who qualify to enroll in online degrees, LCU accepts a limited number of hours credit for prior learning, following the policy guidelines described under "Credit for Prior Learning" on page 66. Qualified students (see "Distance Learning" on page 64) who seek such credit must also enroll in the following course:

CPL 101 Focused Writing. This online course prepares qualified students 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, that includes a timeline, autobiography, and formal documentation of prior learning. Open only to non-traditional students who qualify to enroll in online degree programs (see "Distance Learning" on page 64). (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)

Education

ED 141 Introduction to Educational Practice.

This course prepares the candidate for admission to Teacher Education. Course content includes developing an understanding of the Teacher Education program, a survey of the legal, social, and ethical issues involved in public school education, as well as a preliminary overview of predominant learning theories and theorists. This course includes 35 hours of field experience. The course is designed to give students an opportunity to determine whether to persist in the Teacher Education program. (3)

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

ED 223 Children's Literature. This course is a comprehensive survey of the various types of verse and prose for children, with considerable attention given to the significant historical and folklore backgrounds. Students will also be required to read and discuss some current popular children's fiction and some classics published for children ages 8-13. This course will also include a unit on the analysis and importance of picture books for younger children and non-readers. (3)

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

diversity issues. This course includes 30 hours of field experience. (3)

ED 238 Child Growth. A practical examination of the physical, social, emotional, intellectual, and spiritual formation and growth of children through introduction to the major themes, theories, and theorists in developmental psychology. (3)

English as a Second Language

ESL 001 Study and Research Skills I. A practice oriented course for intermediate-level ESL students who are not familiar with the western model of study and research skills to be successful in the proper college-level in ESL program, such as topic researching, vocabulary building, organizing, basic writing structure, and presentation skills. (3)

ESL 002 Study and Research Skills II. A practice oriented course for high intermediate level ESL students who need to further shape their study and research skills in order to prepare for higher level of ESL study. (3)

ESL 009 Western Worldview. This course presents American philosophies and worldviews to students, explores how American philosophies and worldviews have been rooted in the country since it was established, and shows how American philosophies and worldviews have been playing a significant role in transforming the country and people. (3)

ESL 010 American Culture. This course provides an introduction to American culture adjusted to the appropriate Chinese cultural approach and comparison. It helps students understand the core values of American culture and the fundamental beliefs of the country. (3)

ESL 021 Intermediate Speaking & Listening. This course focuses on developing students' oral communication skills, including their ability to integrate presentations, participate in face-to-face conversations on topics going beyond the most immediate needs, and identify the main ideas and factual information in level-appropriate listening passages. To help students improve listening comprehension and pronouncing difficult words, note-taking skills in academic lecture situations, and acquiring listening strategies will be practiced. Upon successful completion of this level of courses, students are equipped with speaking and listening skills at a basic college level. (4)

ESL 022 Intermediate Grammar and Writing. This course focuses on developing students' writing skills that range from well-structured paragraphs and informal essays to formal papers. Instructions include grammar, vocabulary, and reading skills which are necessary to obtain writing skills on sentence structure, paragraph organization, and essay construction. Upon successful completion of this level of courses, students are equipped with writing skills at a basic college level. (4)

ESL 023 Intermediate Reading I. This course helps students develop a wide range of reading abilities and a very good understanding of grammatical structure. Students will learn to use a variety of pre-reading strategies to become more effective readers, to abstract main ideas from a text, and to identify expository organization of a text and the role that specific information serves within a large text. Upon successful completion of this level of courses, students are equipped with reading skills at a basic college level. (4)

ESL 031 High Intermediate Speaking and Listening. This high intermediate speaking and listening course concentrates on helping students exalt their speaking and listening comprehension skills, including understanding main ideas and specific details of recorded passages on academic and general interest topics, recognizing how pieces of information are connected, synthesizing information, expressing oneself clearly with only occasional errors of pronunciation, grammar or vocabulary; and taking notes while listening and summarizing the information orally. Upon successful completion of this level of courses, students are equipped with speaking and listening skills at a more advanced college level. (4)

ESL 032 High Intermediate Grammar and Writing. This high intermediate grammar and writing course helps students strengthen grammar such as the English tenses and complex and compound sentences. The course also focuses on the principles of paragraph structure, basic essay organization, formatting, revision, and knowledge of writing grammatical and idiomatic papers. Upon successful completion of this level of courses, students are equipped with writing skills at a more advanced college level. (4)

ESL 033 High Intermediate Reading. This high intermediate reading course concentrates on helping students examine a variety of academic reading materials to develop reading skills (skimming for main ideas and scanning for specific information) as well as higher-level skills (making inferences and distinguishing between facts and opinions). Upon successful completion of this level of courses, students are

equipped with reading skills at a more advanced college level. (4)

ESL 061 Advanced Speaking and Listening. This advanced speaking and listening course concentrates on helping students improve their speaking and listening comprehension skills to read an advanced undergraduate and graduate level, including understanding main ideas and specific details of recorded passages on academic and general interest topics, recognizing how pieces of information are connected, synthesizing information, expressing oneself clearly with only occasional errors of pronunciation, grammar, or vocabulary, and taking notes while listening and summarizing the information orally. Upon successful completion of this advanced level of course, students are equipped with speaking and listening skills at an advanced undergraduate or basic graduate level. (4)

ESL 062 Advanced Grammar and Writing.

This advanced grammar and writing course helps students strengthen grammar such as English tenses and complex and compound sentences. This course also focuses on the principles of paragraph structure, basic essay organization, formatting and revision, and knowledge of writing grammatical and idiomatic papers. Upon successful completion of this advanced level course, students are equipped with writing skills at an advanced undergraduate or basic graduate level. (4)

ESL 063 Advanced Reading. This advanced reading course concentrates on helping students improve a variety of academic reading skills to reach an advanced undergraduate and graduate level, including developing reading skills (skimming for main ideas and scanning for specific information) as well as higher-level skills (making inferences and distinguishing between facts and opinions). Upon successful completion of this advanced level course, students are equipped with reading skills at an advanced undergraduate or basic graduate level. (4)

ESL 071 High-Advanced Speaking and Listening. This high-advanced speaking and listening course develops ideas from ESL 061 Advanced Speaking and Listening and concentrates on helping students improve their speaking and listening comprehension skills to reach a high-advanced undergraduate and graduate level, including understanding main ideas and specific details of recorded passages on academic and general interest topics, recognizing how pieces of information are connected, synthesizing information, expressing oneself clearly with only occasional errors of pronunciation, grammar, or vocabulary, and taking notes while listening and summarizing the information orally. Upon successful completion of this high-advanced level course, students are equipped with speaking and listening skills at a high-advanced undergraduate or basic graduate level. (4)

Course Descriptions

ESL072 High-Advanced Grammar and Writing.

This high-advanced grammar and writing course develops ideas from ESL 062 Advanced Grammar and Writing and helps students strengthen grammar such as English tenses and complex and compound sentences. This course also focuses on the principles of paragraph structure, basic essay organization, formatting and revision, and knowledge of writing grammatical and idiomatic papers. Upon successful completion of this high-advanced level course, students are equipped with writing skills at an advanced undergraduate or basic graduate level. (4)

ESL 073 High-Advanced Reading. This high-advanced reading course develops ideas from ESL 063 Advanced Reading and concentrates on helping students improve a variety of academic reading skills to reach a high-advanced undergraduate and graduate level, including developing reading skills (skimming for main ideas and scanning for specific information) as well as higher-level skills (making inferences and distinguishing between facts and opinions). Upon successful completion of this high-advanced level course, students are equipped with reading skills at a high-advanced undergraduate or basic graduate level (4).

History

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

HI 245 Survey of Near Eastern Archeology. A survey of archeological methods, discoveries, and implications for our understanding of the ancient world. (3)

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

HI313 The Crusades. This course surveys the history of the Christian religious wars waged in Palestine and Europe after 1095. Issues considered include crusade as an expression of the "Age of Faith," the reactions of Christians and non-Christians to crusade, the artistic expressions of crusade, and the theological implications of the crusading movement. The course will explore the implications of crusade for the contemporary Middle East. As an interdisciplinary studies course we will consider history, literature, visual art,

theology/religious studies, church history, and music. (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)

Honors

HO 399 Honors Seminar. Students admitted to the Honors Degree Program (see page 90) complete four (4) semester hours of honors seminars and projects under the supervision of their faculty mentor. Prerequisite: admission to the Honors Degree Program and consent of faculty mentor. This course may be repeated. (1-4)

Intercultural Studies

IC251 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)

IC253 Introduction to Bible Translation. Exposure to the basic skills and challenges needed in Bible translation ministry. Credit is awarded based on participation in the Pioneer Missions Institute offered each summer by Pioneer Bible Translators. (3)

IC277 Spiritual Conflict. A basic introduction to the Biblical and historical view of spiritual conflict with an emphasis on how repentance, the will, spiritual disciplines, and sin affect people. Special note will be taken on practical steps to take in regard to personal life as well as how this affects mission experience and practice. Same as SF 277. (3)

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

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

IC 335 Global Cultural Intelligence. A course designed to improve the cultural awareness and intelligence of those ministering in cross-cultural settings. The United States and other nations are increasingly becoming more multi-cultural. Empathic and skilled "World Christians" are needed to engage this new world. (3)

IC 368 Missions in the 21st Century. The 21st century will necessitate greater creativity on the part of God's people in gaining access to much of the world in order to proclaim the Gospel. Creative missions strategies will more and more be the major workable approaches, especially in unreached areas of the world. This course examines the practical and strategic aspects of modern missions strategies such as "bivocational missions" (tentmaking), relief and development, teaching English, marketplace ministries, etc. This course will survey creative, holistic approaches to evangelism, discipleship, and church planting. (3)

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

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

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

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

IC 401 Internship in Intercultural Studies. A senior level supervised internship experience with an approved mentor in

an approved setting, within the student's degree program or focus, evaluated by an experienced field mentor and the director of the ICS program. Prerequisite: IC 400. (0)

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

Interdisciplinary Studies (IDS)

Many of the required hours in General Education are taken in Interdisciplinary Studies, which help students discern relationships among various disciplines, discover worldviews expressed within these disciplines, and evaluate these disciplines from a Christian perspective. It provides an integral part of a student's Christian education, regardless of his or her vocational goals. The IDS sequence consists of five semesters of required courses (ID 101-204) for a total of 15 semester hours. Each of the five required IDS classes is taught by a team of instructors with academic specializations in different disciplines.

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

Interdisciplinary Studies (IDS)

ID 101 An Introduction to Worldviews. This course introduces the concept of worldview as a tool to understand, compare, and evaluate a variety of philosophical and religious perspectives (e.g. Deism, Secular Humanism, Marxism, Nihilism, Existentialism, Postmodernism, New Age, Eastern Pantheism, Islam). Attention is also given to the nature and implications of a Christian worldview in the context of our contemporary pluralistic culture. (3)

ID 102 An Introduction to Christian Apologetics. A general introduction to the nature of Christian apologetics and its attempts to respond to skeptical criticisms and provide a compelling basis for the fundamental truth-claims of the Christian faith. Consideration will be given to questions about the existence of God, the origin of the universe and of life, evolution, human meaning and morality, the reliability of scripture and its testimony about Jesus, and the problem of evil. (1-3)

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

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

ID 203 The Emerging Modern World. This course surveys and integrates key ideas and developments in history, philosophy, theology, science, music, literature, and the arts, beginning with the Reformation through the 19th century. Key eras discussed are the Renaissance, the Reformation, the origin of modern science, the Enlightenment, and Romanticism. A significant focus of the class is critical thinking and critical writing. IAI Code HF 902. (3)

ID 204 The Modern and Postmodern World. This course surveys and integrates key ideas and developments in history, philosophy, theology, science, technology, music, art, and literature from the middle of the 19th century to the present. Special attention is given to an analysis of contemporary culture from a Christian worldview perspective. IAI Code HF 903. (3)

IDS Elective Courses

ID 318 Kierkegaard. This course examines the life, thought, and writings of the 19th century Danish philosopher/theologian/author Søren Kierkegaard and his work within the philosophical, theological, social, and literary contexts of 19th century Europe and Golden Age Denmark. This course also looks at the

relevance of Kierkegaard's thought and writings in the present postmodern (philosophical, theological, social, and literary) context(s). We will look at topics in Kierkegaard's thought, such as: the nature of human existence, the nature of communication, the nature of a person's relation to God, the relation between faith and reason, the relation between ethics and religion, Christology, and what it means to be a Christian. (3)

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

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

Language and Communication

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

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

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

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

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

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

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

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

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

LA 301 Mass Communication. This course examines the theory and practice of mass communication, with historical and critical examination of print media (books, magazines, and newspapers), electronic media (television, radio, and recordings), and film. Related topics covered include media research, mass

media effects, mass media and society, mass media and government, mass media ethics, and mass media law. (3)

LA 305 Argumentation & Debate. An introduction to both the mechanics of academic debate and principles of argumentation that can be applied to other methods of decision-making in which people weigh reasons pro and con. Students apply these insights to the analysis of arguments in the public sphere and participation in oral debate. (3)

LA 310 The Rhetorical Tradition. A survey of major trends in the development of rhetorical theory from Homer to the present. Special attention is given to comparing and contrasting different theories of rhetoric, the implications of these theories primarily for oral communication and its consequences, and the ways these theories are adapted to a variety of philosophical, social and political contexts. (3)

LA 315 Rhetorical Criticism. A quasi-chronological examination of the variety of methods used by rhetorical critics in analyzing the suasive dimensions of public civic discourse. The issues and circumstances that have generated these methods will be considered as well. Students develop a familiarity with the tools, purposes, and problems faced by rhetorical critics and an ability to produce rudimentary rhetorical criticism. (3)

LA 317 Interpersonal Communication. This course examines the basic principles of communication which exist in face-to-face, interpersonal situations. Theories and applications will be explored as they relate to this most common of all communication settings. Special focus will be given to self-awareness, audience awareness, listening, message development and presentation, managing relationships, and decision-making. Same as CM 317 (3)

LA 318 Free Speech and Communication Ethics. This course examines the verbal and nonverbal communication tenets of the freedom of speech clause of the first amendment of the Constitution as well the concomitant ethical issues surrounding the role of communication in society. The history of the first amendment will be traced, including careful analysis of Supreme Court decisions. Students are asked to think critically about the range of issues germane to communication from the normative perspective of a Christian world view as well as a variety of other perspectives. (3)

LA 335 Journalism. This course examines the principles and practices of journalism. Areas covered include research methods (interviewing, fact checking and attribution, etc.) and journalistic models for basic reporting and newswriting techniques for a variety of journalistic genre. (3)

LA 337 Organizational Communication. This course examines the various ways that communication affects both the internal and external operations of an organization. Both theoretical and practical in its thrust, it seeks to describe how organizational variables affect communication patterns and to apply those skills of communication that may be useful in improving organizational effectiveness. (3)

LA 339 Family Communication. This course looks at families, how they change, and how communication in families evolves as the families themselves change. Look at how families communicate when presented with change. Discussion of family systems, marriage and divorce, the addition of children, and more. (3)

LA 401 Internship in Communication. An internship in some aspect of the communication field. Prerequisite: consent of faculty supervisor. (3-12).

LA 403 American Public Address I: 1740-1900. A history and critical appraisal of the rhetors, movements, and rhetoric from the First Great Awakening through the end of the 19th century. Analysis and discussion of specific rhetorical episodes are designed to nurture the student's understanding of the exigencies and constraints that confront public advocates as well as to illustrate the relationship between rhetorical practice and American public culture. (3)

LA 404 American Public Address II: 1901-Present. A history and critical appraisal of the rhetors, movements and rhetoric from the "bully pulpit" of President Theodore Roosevelt to the present. Analysis and discussion of specific rhetorical episodes are designed to nurture the student's understanding of the exigencies and constraints that confront public advocates as well as to illustrate the relationship between rhetorical practice and American public culture. (3)

LA 405 Persuasion: Theory and Practice. A study of persuasive communication from social-scientific perspectives. Focuses on competing theoretical accounts of the processes underlying persuasion, the evidence concerning them, the problems they have encountered, and research evidence concerning the effects of various factors on persuasive effectiveness. (3)

LA 499 Special Topics in Communication Studies. Topics vary by semester. Study of some selected period or genre of public discourse, some significant social movement or some major issue or individual within the field of rhetoric and communication theory. May be repeated with consent of instructor. (3)

Mathematics

MA 161 Math for Elementary Teachers I. This course focuses on mathematical problem solving and reasoning to develop the mathematical content knowledge. Topics include properties of whole numbers and rational numbers, arithmetic, and algebraic operations. Manipulatives and technology are embedded into the course content. A scientific calculator is required for this course. (3)

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

MA 208 Math for Elementary Teachers II. This course focuses on concepts and the structure of real numbers, including but not limited to topics of geometry, measurement probability, statistics, and algebra. Manipulatives and technology are embedded into the course content. This course is recommended for education majors. A scientific calculator is required for this course. Prerequisite: MA 161 with a C or better, an equivalent course, or permission of instructor. (3)

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

New Testament

NT 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 301 New Testament II. This course is 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 343 Romans. An exegetical and expository study of Paul's Epistle to the Romans, including an investigation into the setting in which the epistle was written and a section-by-section analysis of its contents. (3)

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

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

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

NT 361 Ephesians. An exegetical study of the book of Ephesians. (3)

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

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

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

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

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

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

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

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

Old Testament

OT 139 Old Testament I. An overview of Old Testament history, literature, and theology from creation to the time of King Solomon (Genesis-1 Kings 12), including a brief study of wisdom literature. (3)

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

OT 326 Isaiah. An introduction to the message and meaning of the book of Isaiah, with attention given to its historical background and theological content.

Special attention will be given to the messianic passages as they relate to the New Testament and the preaching of the Church. (3)

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

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

OT 337 Old Testament II. An overview of Old Testament history, literature, and theology 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 342 Psalms. A study of the nature and significance of Hebrew poetry, the purpose and function of the Psalms in ancient Israel through church history to modern times. It will include an analysis of the content, theological emphases, and personal/church applications of the Psalter. (3)

Philosophy

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

PH 303 Ancient Philosophy. A tutorial-style course in which the student will read and come to understand the primary texts and the central questions in the ancient western (largely Greek) philosophical tradition. Readings will include (but are not limited to) selected works of Plato and Aristotle. Prerequisite: LA 111. (3)

PH 304 Medieval Philosophy. A tutorial-style course in which the student will read and come to understand the primary texts and the central questions in the medieval western (largely Christian) philosophical tradition. Readings will include (but are not limited to) selected works of Augustine and Thomas Aquinas. Prerequisite: LA 111. (3)

PH 305 Modern Philosophy. A tutorial-style course in which the student will read and come to understand the primary texts and the central questions in the modern philosophical tradition. Readings range may include (but are not limited to) the works of Descartes, Spinoza, Locke, Hume, Kant, Hegel, and Nietzsche. Prerequisite: LA 111. (3)

PH 306 Contemporary Philosophy. A tutorial-style course in which the student will read and come to understand the primary texts and the central questions in philosophy in the 20th century. Readings range may include (but are not limited to) works by Peirce, Husserl, Heidegger, Sartre, Wittgenstein, Searle, Levinas, Derrida and Deleuze. Prerequisite: LA 111. (3)

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

PH 316 Christianity and Science. This course examines the interactions of science, theology, and philosophy in the context of modern history. Deliberation is given to the relationship between science and religion, the relevance of philosophy of science, prominent historical and legal conflicts, key considerations in cosmology (e.g. chemical and biological evolution), different paradigms of Biblical interpretation, and controversies over creationism, evolutionism, and Intelligent Design. (3)

PH482 Ethics. A survey and critical examination of various philosophical and theological approaches to ethics. Attention is typically given to Relativism, Egoism, Behaviorism, Utilitarianism, Situation Ethics, Natural Law Ethics, Virtue Ethics, Kantian Ethics, Divine Command Ethics, and different versions of theological absolutism (e.g. Unqualified, Qualified, and Graded Absolutism). Application is also given to representative contemporary moral issues. Prerequisite: LA 111. Same as TH 472. (3)

PH 487 Philosophy of Religion. An examination of some classic problems in the philosophy of religion (e.g. the relationship between faith and reason and between science and religion, God's existence, the problem of evil, miracles). Consideration is also given to the claims and criticisms of Christianity on the nature of God, the identity of Christ, the nature of revelation, and the reliability of scripture. Prerequisite: LA 111. (3)

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

Preaching Ministry

PR 301 Shaping Factors in Ministry. Every culture has been formed by several shaping factors. We are always in the process of both having been formed by past events, and being formed by present factors. In order to respond to the future, we must know and understand this process. The class will explore factors that shape a local church. The factors to be examined are mindsets, history (national and local), setting (urban and rural), and culture (habits, beliefs, values and attitude). (3)

PR 308 Homiletics. A course providing the theological basis for preaching and the basic techniques necessary for sermon construction and delivery. Prerequisite: LA 113. (3)

PR 310 Expository Preaching. A course providing the resources necessary for accurate and relevant expository preaching, including the interpretation of Biblical passages from the various genres of Scripture. Prerequisite: PR 308. (3)

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

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

PR 330 Crucial Issues in Ministry. A discussion of crucial issues in pastoral ministry. Topics to be covered include, technology, budgets, taxes, leadership, etc. (3)

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

PR 401 Internship. A senior-level supervised internship experience with an approved mentor in an approved setting, within the student's degree program or focus, evaluated according to the requirements in individually written learning covenants. Prerequisite: PR 400. (0)

PR415 Advanced Preaching. This course is designed to sharpen the student's ability to develop and deliver a sermon. Attention will be given to evaluating personal style. Prerequisite: PR 308. (3)

Psychology

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

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

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

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

PS 335 Marriage and the Family. An examination of the formation, maintenance, and dissolution of marriages and families, including the Biblical principles used in ministry to families. Same as SS 335. (3)

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

PS 371 Research Methods. An examination of the scientific methods used in designing and conducting experiments in the social and behavioral sciences. Students will learn to critically review research in the fields of social work, psychology, and counseling, in order to make use of available knowledge consistent

with the scientific method and with the tenants of their faith. (3)

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

PS 376 Physiological Psychology. This is a study of the relation of neuroanatomy, neurophysiology and biochemical substrates of behavioral processes. Foundational concepts of psychotropic medications, neural mechanisms of drug action, and examinations of drug action and behavior will be covered. (3)

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

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

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

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

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

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

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

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

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

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

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

Science

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

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

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

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

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

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

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

SC 257 Physical Science. 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)

Spiritual Formation

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

SF 260 Christian Spirituality. An analysis and practice of authentic relationship with God and God's creation, resulting in greater love for God and neighbor, as well as deeper life-integration. Same as TH 260. (3)

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

SF 344: Spiritus. A rich blend of selected history, theology, and literature of Christian spirituality throughout the ages, with a marked focus upon the person and work of God, the Holy Spirit. Prerequisite: SF 260.

SF 366 Compassion. This course seeks to trace the Biblical roots of compassion – God's and ours – in an attempt to frame and enact a contemporary theology and spirituality of Christian compassion. Same as THE 366. (3)

SF 400 Orientation to Internship.

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

SF 401 Internship. A senior-level supervised internship experience with an approved mentor in an approved setting, within the student's degree program or focus, evaluated according to the requirements in individually written learning covenants. Prerequisites: SF 400. (0)

SF 445 Spiritual Direction and the Care of the Souls. Explores and implements the ancient practice of spiritual accompaniment between God and people (involving a human director and directee) with a view to spiritual health and guidance in the contemporary world. Special emphasis upon group direction. Prerequisite: SF 260. (Note: this course does not qualify the student for certification in spiritual direction, which normally comes later in life.)

SF 477 Spiritual Growth. Analysis of factors affecting spiritual growth (faith stage theory, the will, spiritual disciplines, spiritual conflict, sin, repentance, etc.), all with a view to assessing where people are spiritually and helping them on a path to deeper union with God.

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 S6 900. (3)

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

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

SS 260 Introduction to Cultural Anthropology.

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

SS 261 Principles of Economics. An examination of supply and demand, the market structure, inflation, unemployment, economic growth and GDP, and international trade, as well as current economic issues. (3)

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

SS 263 LV Citizens and Government. An introduction to public policy and individual citizen's roles and responsibilities, with a particular focus on the U.S. government within the context of a pluralistic society. The course actively stimulates students to ponder the socially responsible choices that educated citizens who participate in shared governance make. (Fulfills Nevada state requirements under NRS 394.150 regarding the study of Government, the Constitution of the United State, and the state of Nevada) IAI Code S5900. (3)

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

SS 335 Marriage and the Family. This course examines the formation, maintenance, and dissolution of marriages and families, including the Biblical principles used in ministry to families. Same as PS 335. (3)

Theology

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

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

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

TH 366 Compassion. This course seeks to trace the Biblical roots of compassion—God's and ours—in an attempt to frame and enact a contemporary theology and spirituality of Christian compassion. Same as SF 366. (3)

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

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

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

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

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

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

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

TH 474 Theology and Film. A study of theology as mediated by cinema. Students will learn the basic elements of film-making in order to better understand how films communicate meaning, and they will explore theological themes as communicated through this medium. (3)

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

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

University Studies - Orientation

US 098 Orientation to LCU. The purpose of this orientation course is to provide an overview of online learning, an introduction to Canvas, our learning management system, as well as additional helps to prepare you for success during your educational journey here at LCU. This non-credit, one-week course, is a requirement for all non-traditional students admitted to Lincoln Christian University. Students must pass the online orientation within the designated time frame before proceeding further in their studies. (0)

Worship Ministry

(see page 58 for Music Lessons)

WM 178 Small Vocal Ensemble. Small ensembles of three to five members. Emphasis will be given to part-singing, rehearsal techniques, and playing together as a team. (1 credit hour per semester, with a total degree requirement of 3 credit hours.) (1)

WM 184 Chorale. A mixed choir that performs a variety of music for Chapel and other campus events, including a four-day Christmas celebration in December. (1 credit hour per semester, with a total degree requirement of 3 credit hours.) (1)

WM 251 Musicianship Skills I. An introduction to key signatures, scales, modes, intervals, triads, seventh chords, inversions, and rhythm. The student will be able to identify and generate all of the above. The student will also be able to identify the following aurally: major, natural minor, harmonic minor, and melodic minor scales; Dorian and Mixolydian

modes; major, minor, augmented, and diminished triads; and simple rhythms. Prerequisite: the ability to read staff notated music. (3)

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

WM 282 Keyboard Basics for Ensembles I. A course designed to develop the musical skills required for contemporary worship services. Chord charts, modulations, transposition, vocal part playing, and keyboard technology will be addressed. Prerequisite: WM 359. (1)

WM 289 Keyboard Skills I. A course designed to develop a working knowledge of the keyboard. Course work will include major/minor scales in one octave, major cadences, technical exercises useful for vocal warm-ups, major/minor/diminished and augmented chords, and 7th chords. (1)

WM 291 Sound for Worship I. An introduction to studio recordings and live reinforcement environments. Prerequisite: WM 301. (3)

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

WM 301 Introduction to Worship Technology. An introduction to notation and simple MIDI sequencing and recording applications. Attention will be given to developing printed music of all genres in Sibelius and GarageBand applications, and audio mixing fundamentals. Prerequisite: WM 251 or consent of instructor. (3)

WM 351 Musicianship Skills II. An introduction to figured bass, diatonic chord sets, secondary functions, and harmonic progression. The student will be able to identify and generate all of the above. The student will also be able to identify the following aurally: intervals up to an octave, intermediate rhythms, and the i, ii, iii, iv, v, and vi chords in root position. Prerequisite: WM 251 or consent of instructor. (3)

WM 359 Keyboard Skills II. Students will add the major/minor scales in two octaves and play major/minor cadences in root, first, and second inversions. Accompanying chord and rhythm patterns are introduced in preparation for chord chart playing. Prerequisite: WM 289. (1)

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

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

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

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

WM 376 Arranging. An introduction to four-part choral writing and vocal arrangements. Attention will be given to voice leading and non-chord embellishments. Voicings will range from large choirs to small vocal ensembles. The student will be able to write basic arrangements for various sized vocal groups. Prerequisite: WM 351 or consent of instructor. (2)

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

WM 390 Programming and Design for Worship. An introduction to various design models for worship services. The student will also be introduced to several models of creative programming approaches including group programming. (1)

WM 391 Practicum in Worship Design. Experience in the process of programming and designing worship services by participating in the design and implementation of chapel services, as well as participating on the planning team and performing tasks essential to the design and implementation of the worship service. Prerequisite: WM 390. (2 - 1 credit semesters)

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

WM 396 Worship and the Lord's Supper. This course combines an in-depth review of the Biblical foundations and historical developments of the Lord's Supper with current theological and sociological reflections in order

to better shape the design and celebration of the Lord's Supper for community worship services. Students will explore the unique contributions the Lord's Supper brings to the worshiping community as well as learn to develop contextually appropriate ways to share the Lord's Supper in gathered worship of the local church. (2)

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

WM 402 Internship in Worship Ministry. A senior-level, semester-long supervised internship experience in the context of worship ministry in the local church with an approved mentor in an approved setting, and evaluated according to the requirements in individually written learning covenants. Prerequisites: WM 401 and the approval of the program director and the student's faculty mentor. (0)

Worship Ministry: Private Music Lessons

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

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

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

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

WM 170, 207, 307, 407 Applied Voice (for majors).

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

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

Youth and Family Ministry

YM 111 Orienteering Youth and Family Ministry.

An introductory course that will orient students for a journey through the Youth and Family Ministry program, to the various youth ministry vocational opportunities available, and to developing a personal ministry preparation strategy that includes strengthening their character, deepening their relational chemistry, improving their competency, and fueling their confidence and commitment for a long life in Kingdom service. (0)

YM 202 Pre-Internship Ministry Experience Required

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

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

YM 318 Introduction to Children's Ministry. This course is an overview of various aspects of children's ministry. The foci of the course are on Biblical and theological understandings as well as the current cultural issues and trends in children's ministry. The course also explores parent styles, parent education, and educational communication skills for all children in elementary (K-5) level. (3)

YM 325 Relational Dynamics for Youth Ministry. A reflective examination and skill development of interdependent dynamics necessary for an effective youth and family ministry through increasing self and social awareness so as to improve the emotional, social, and spiritual health for the leader and all associative relationships. Prerequisite: YM 211. (3)

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

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

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

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

YM330 Crucial Issues in Youth Ministry. This is a course that provides youth ministry networking and the philosophical and practical aspects of youth ministry in a convention or traveling class setting. Credit can be received by participation with an organized Youth Ministry program trip or can be used independently for another convention if approved by the Youth Ministry Professor. There may be a fee added to this course for trip costs. (1-3)

YM350 Youth Ministry Exegesis – A week-long trip that explores and exegetes a variety of youth ministries in a variety of youth ministry cultures. Prerequisite: YM 211. (3)

YM399 Special Issues in Youth Ministries. A focused and deeper investigation of one or more special issues that the junior or senior student seeks to further explore. Open for student-driven issues via small groups or independent study. Can be done in more than one class but is limited to four credits. (1-4)

YM401 Orientation to Youth and Family Ministry Internship. An introduction to and preparation for the youth ministry internship experience and life-related skills for all juniors prior to the planned, required semester-long internship. (0)

YM402 Youth and Family Ministry Internship. A 12-week internship designed to synthesize learning and experience and equip the student for full-time ministry in the setting in which the student is planning to serve. An approved, mature, qualified field mentor (i.e., student minister) will guide the intern through theological reflection and practical skill development in real ministry situations in order that the intern will be ready to begin his/her own full-time ministry. Can be taken during the summer or during the school year. Prerequisite: YM 401 (0)

YM453 Not-for-Profit Organizations. An examination of starting and operating a not-for-profit. Topics include strategic planning, program development, volunteers, staff and board relations, marketing and public relations, budgeting, grantsmanship, major gift programs, special events, and direct fundraising. Same as AD 453. (3)

YM480 Mathetes: Spiritual Formation for Youth Ministry A creative, organic, and experiential senior youth ministry course (to be taken during last semester on campus) designed to synthesize and integrate all that has been learned and to deepen, shape, and equip the student in a variety of spiritual formation principles and practices, Biblical hermeneutical skills, and servant-leadership mindsets so, as an apprentice of Jesus, he/she may train apprentices of Jesus for life in the Kingdom of God. Prerequisite: YM 325 and YM 327. (3)

Academic Policies

Academic Appeals

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

If the response from the Academic Dean is deemed unsatisfactory or if the Academic Dean chooses, the student may submit a written appeal to the Academic Council, which consists of both Academic Deans, the Vice President of Academics and a Faculty Representative from each of the University's four schools. That group's decision is final.

The Academic Dean will maintain a file of all formal student appeals submitted to his or her office or to the Academic Council.

(Note: Students who wish to appeal a non-academic decision should follow the appeals process described in the Student Handbook; see also Due Process on page 63. Appeals to change a course grade must be made within 30 days of the official issuance of that grade by the Registrar's Office.)

Academic Integrity Policy

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

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 instructors.

Academic Resource Center

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

Advising

Lincoln Christian University believes that students benefit from relationships with faculty and staff. Intentional and intensive influence in student's lives is not only educationally sound; it is also Biblically modeled by the Master Teacher. One of the most important ways in which faculty and staff can "be with" students and influence them in a profound way is through advising. While academic guidance is important, LCU takes this one step further with its emphasis on holistic or developmental advising. LCU desires to help students develop intellectually, spiritually, socially, and physically. In addition, LCU desires to provide an environment that cultivates a student's ability to know God's will.

A student is assigned a faculty/staff advisor connected to the student's major or specialization. Advising teams are in place for each program, and an advising team is also dedicated to students still deciding on a major.

As for those still deciding on a major, students meet with their advisors in small group settings at various times early in the first semester. Additionally, students generally have several opportunities for individual meetings throughout each semester for such purposes as discussing personal goals for the next semester. Advising relationships also provide students with information and referral to additional resources available on campus, such as the Academic Resource Center and the Student Counseling and Consultation Center.

Attendance

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

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

Due to federal regulations, students in accelerated 8-week courses (onsite or online) who miss two class sessions (in a consecutive or nonconsecutive 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 Student Achievement as soon as the second absence occurs.

The Director of Student Achievement will then inform the Registrar's Office (who will issue a grad of WF) and also inform the Financial Aid Office for appropriate action. Students falling into this category of attendance can appeal to the Undergraduate Academic Dean for reconsideration of the withdrawal. Students who anticipate not being able to follow this attendance policy should contact the Director of Student Achievement during the first week of class to request an official, voluntary withdrawal (W, not WF) to avoid any academic penalty.

Catalog and Curricular Approval Policy

The catalog functions as the official documentation of all curricular expectations for any student in any undergraduate program. Approval of the curriculum is the responsibility of the faculty, under the leadership of the Academic Dean. The Registrar's Office has significant responsibility for scheduling and managing all curricular expectations for all students in a fair and reasonable manner. Part of that process includes online degree audits that the Registrar's Office prepares for each student (and his or her advisor), which are based on the catalog in effect. LCU publishes a catalog annually. Regardless of when catalog changes are approved, they are generally implemented only on an annual basis each August. Also, catalogs are generally not implemented before the date on the catalog (e.g. a 2016-17 catalog printed in the spring of 2016 is not implemented until the fall of 2016). This allows for a more manageable implementation process. Students will be held accountable to the catalog under which they enter, unless they petition in writing to the Registrar's Office to change to a new or revised program described in a later catalog. Such permission requires the approval of the student's advisor and the Registrar.

Changes of Major or Specialization

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

Chapel Attendance

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

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

Classification

Students enrolled for 12 or more semester hours of credit are considered to be full-time. Those who have completed 0-29 hours are classified as freshmen; 30-59 as sophomores; 60-89 as juniors; and 90 or more as seniors. For those who qualify for Veterans Administration benefits under U.S. Code, Title 38, this same classification minimum applies. Summer term full-time status is defined as enrollment of at least 9 semester hours. Details about students eligible to pursue online degrees through the non-traditional track may be found in the "Distance Learning" section under Academic Policies on page 63.

Degree Audit

The Registrar's Office maintains official copies of student academic records, including official transcripts and degree audits, which show ongoing progress towards completion of a specific degree or certificate program. In addition, LCU utilizes a commercial software program to maintain student academic records. Students can access their own academic records through a Web-based version of this software program through their student portal. Students cannot print an official transcript from this software program (see Transcripts on page 69), but they can view and print a variety of other functions and forms related to their own academic records, including plans to allow students (and their advisors) to view and print an unofficial degree audit and an unofficial transcript.

Discipline or Dismissal for Academic Reasons

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

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

Distance Learning

The following LCU degree programs may be completed entirely online (non-traditional track):

BA in Christian Ministries
BA in Psychology
BA in Business Administration
AA in Bible

To qualify for admission into such a non-traditional, online program, students must meet one of three criteria: 1) minimum 23 years of age, 2) married or 3) place bound. The circumstances of students who apply as place bound will be reviewed by the offices of Academic Affairs, Student Services and Enrollment Services to determine whether they qualify for admission to online degree programs.

Students seeking transfer credit for online courses are subject to the policies stated in the "Transfer Students" section on page 83. All credits applied toward a degree must originate from an accredited University. Permission to apply credit to a certificate or degree program must be obtained in writing from the Registrar before the course is begun unless LCU's own distance learning courses are used.

The University offers undergraduate online courses primarily to service the needs of the non-traditional students who have been admitted into one of the University's non-traditional degree programs or who otherwise meet one of the three criteria of a non-traditional student. Though the University's online undergraduate course offerings are not primarily intended to serve traditional students, traditional students may nonetheless enroll in up to one online 300 or 400 level course per semester under the following conditions:

- The student will be classified as a junior or senior (see page 63) prior to the beginning of the semester in which the online course is scheduled.
- The student has a 3.25 or higher cumulative grade point average at the time of registration. If the student does not maintain a cumulative grade point average of 3.25 or higher at the time the online course registered for will begin, the student may be removed from the course.
- Enrollment opportunities are limited to the number of seats that have not already been filled by non-traditional students at the time the registration period ends. Students who meet the

above criteria may register for online courses during the registration period but will be admitted as auditors. At the conclusion of registration, those students may be converted from audit to credit-seeking status, but only with regard to empty seats and even then only up to a total of five in any one course section. Auditors will be converted to credit seeking students on a first come, first served basis. Auditors who are not converted will be removed from the course.

- Exceptions may be made for other traditional students who otherwise do not meet these criteria, but will generally be limited to (1) seniors in the semester of their graduation who have scheduling conflicts or need courses not scheduled to be offered residually that semester, and (2) circumstances where the University merges an online section of a course and a residential section of a course into a single online section.

Due Process

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

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 of the University to comply with FERPA requirements. A detailed explanation of these rights is provided in the Student Handbook.

Grades

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

Letter	Description	Grade	Points
A	Excellent	94-100	4.0
A-		90-93	3.7
B+		87-89	3.3
B	Good	83-86	3.00
B-		80-82	2.7
C+		77-79	2.3
C	Average	73-76	2.0
C-		70-72	1.7
D+		67-69	1.3
D	Passing	63-66	1.0
D-		60-62	0.7
F*	Failing	0-59	0.00
P	Pass		0.00
NP	No Pass		0.00
AU	Audited Course		0.00
FX	Failed Course Repeated		0.00
NG	No Grade Required		0.00
W**	Approved Withdrawal		0.00
WF	Withdrawal after Deadline		0.00
I	Approved Incomplete		0.00

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

**Hours of W grades are computed for grade point average of students eligible for veterans' benefits.

Graduation Policy/Procedures

Prior to the semester in which they expect to receive their degree or certificate, students should obtain a Declaration of Intent to Graduate from the Registrar. This completed form should be returned to the Registrar with other registration forms. When the Registrar has determined that the candidates for graduation are registered for those courses which will complete the certificate or degree requirements, he will submit a list of all candidates to the administration and faculty for approval. No candidate may graduate without the formal approval of the administration and faculty, based upon the graduation requirements listed in the following section. Degree candidates who are unable to attend the Commencement service because of distance or other circumstances should make a written request to the Registrar for permission to graduate in absentia. Degree candidates who have not completed all of their course requirements or financial obligations may not participate in the Commencement ceremony. Exceptions are granted only in rare circumstances and only upon written appeal to the Academic Dean (see also Academic Appeals page 60).

Graduation Requirements

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

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

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

The graduate will complete the requirements of the Service Learning program, as described under course CM 100.

Honors

To encourage academic excellence, the University recognizes scholastic achievement in the following ways:

- **Dean's List.** At the end of each semester, students who have a grade point average of 3.5 or above and are registered for at least 12 hours of credit are named to the Dean's List.
- **Delta Epsilon Chi.** Graduating seniors are selected by the faculty for membership in Delta Epsilon Chi, the honor society of the Association for Biblical Higher Education. No more than 7% of the graduating class may be selected.
- **Alpha Sigma Lambda.** LCU awards membership in Alpha Sigma Lambda, a national honor society for non-traditional adult learners with a cumulative GPA of 3.2 or higher and the top 20% of their class. The minimum age requirement is 23.
- **Graduation Honors:** Students who have achieved certain cumulative grade point averages, and who otherwise are eligible to receive honors, will graduate with the following designations:

3.50-3.69 cum laude

3.70-3.89 magna cum laude

3.90-4.00 summa cum laude

Honors Degree Program

The Honors Program provides opportunities for students to partner with specific faculty mentors for the purpose of extended and in-depth study in an area of academic interest.

Who may apply to the program?

Undergraduate students who:

- Are working toward a bachelor's degree on a full-time enrollment basis
- Have attained sophomore standing at the time of entering the program (freshmen in their second semester of study may apply)
- Have at least a 3.5 GPA

Application Procedure:

- Verify with the Registrar's Office that current GPA is 3.5 or higher.
- Consult with a faculty mentor who will be a willing mentor during his or her time in the program.
- Submit a formal application letter to the program director (Dr. Frank Dicken) that includes: (1) the Intended area of study, (2) an account of why guided study in this area is of interest to the student and (3) a brief proposal of how the guided study will be formed into the Honors Project.

Obtain recommendations from the faculty mentor and a second faculty member that will be sent directly from the faculty members to the Honors Program director.

- Submit all materials before May 1 for new fall semester applications or December 1 for new spring semester applications.

Once a student's application is approved, the student will register for 1 credit in HO 399 (in exceptional cases, students may register for 2 credits).

Program Requirements

Students will be required to register and complete four semesters of HO 399 (no tuition or fees are charged for this course). Students will complete 40-50 hours of class work per semester (based on reading 15 pages per hour and/or writing ½ page per hour). The first three semesters in the program should include work that is preparatory for completing the Honors Project in the fourth semester.

Additional requirements for the program each semester include:

- Meet three times with their faculty mentors to discuss their work and progress.
- Though Honors courses are graded as Pass/Fail, the faculty mentor must deem all written work submitted to be of "B" (above average) quality or higher.
- Attend all on-campus lectureships (schedule permitting) and report their attendance to their faculty mentor.
- Maintain a 3.5 GPA throughout their enrollment in the program. Failure to maintain the minimum GPA will result in students being ineligible to continue in the program.

Faculty mentors should make Honors students aware of opportunities to:

- Interact with other faculty members and scholars concerning the student's study
- Attend academic conferences related to the student's area of study
- Enter papers in student competitions or for general presentation at academic conferences
- Publish reviews of new works related to the student's area of study

Independent Study

Students desiring to complete a course through independent study (outside of the classroom) must receive permission from the course instructor and advisor. Independent Study Request Forms should be picked up in the Registrar's Office or can be found on

the Student Resources page of the LCU intranet/website. Students are allowed only 15 hours of independent studies toward their degree. Due to additional work on the part of the instructor, independent studies are charged \$100 per credit hour beyond the current tuition rate.

Credit for Prior Learning (CPL)

Students in the non-traditional track who qualify to enroll in online degree programs (see [Distance Learning](#) policy later in this chapter) and who need additional credit in the areas of General Education or transferrable elective requirements may be able to earn additional semester hours through Credit for Prior Learning portfolios. Credit for Prior Learning is the result of demonstrated learning from a variety of sources including workshops, seminars, 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. Qualified 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 under "Transfer Students" in the "Enrollment Procedures" section below). There is a one-time course fee of \$150 charged to all students who enroll in this course. Also, the Credit for Prior Learning fee is \$50 per credit 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.

Military Credit Policy

For undergraduate students, LCU will grant transfer credit for military courses (including basic training) that are designated by the American Council on Education (ACE) as "lower-division baccalaureate/ associate degree" or "upper-division baccalaureate category" (not the "vocational certificate category"). The amount of credit awarded is based in ACE recommendations. In some cases, credit may be counted for general education or major requirements if the ACE Credit Recommendation lists relevant subject areas (i.e., 3 hours of physics could be counted for science requirements), but generally it will be counted as electives. There is no transfer limit in this type of credit besides the amount of available electives in the degree program and any

residency requirements. ACE credit recommendation for military occupation (often designated as MOS, LDO, NOW, NER, CGR, CGW or MCE) are not accepted by LCU.

Military Leave

Students who are called up for active military duty during the semester will receive academic credit and refunds under these two guidelines. First, students leaving during the first 10 weeks of the semester may withdraw and receive a grade of W (Withdraw), which carries no academic penalty. They are also eligible for pro-rated refund of their tuition and any room and board charges. Second, students leaving during the last five weeks of the semester will be given full credit for their courses and receive grades equivalent to the level of work they had demonstrated prior to leaving. No further work will be required unless they request it to improve or establish their grades, in which case the instructor must decide what would be appropriate. No refund will be given. Finally, no matter when during the semester a student leaves for active military duty; he or she must complete a withdrawal form from the Student Development Office. A student may not withdraw more than two weeks before he or she is required to report for active military duty.

Nondiscrimination Policy

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

Probation, Academic

(General Policy)

Students may be placed on academic probation either as a result of their cumulative or term grade point average. Students failing to achieve the minimum cumulative grade point averages listed below will be placed on academic probation.

1.50 after one semester

1.75 after two semesters

2.00 after three semesters

Failure to achieve a grade point average of 2.00 in any term may also lead to academic probation. F

Students may also be placed on academic probation for other reasons, e.g. for plagiarism, but those situations are treated on a case-by-case basis by the Academic Dean.

Note: Students placed on academic probation may be eligible for only one additional semester of financial aid (see "Satisfactory Academic Progress" on page 77).

Probation, Academic

(Conditions)

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

Students placed on academic probation will be informed in writing of the conditions of their probation and will be notified of the appropriate appeal process.

Students placed on academic probation (except those already enrolled in Study Skills) will be required to enroll in and receive a passing grade in LA 015 Academic Resource Center Lab (2 hours) during each semester of their probation. The credit will not count toward graduation. Failure to maintain a passing grade in LA 015 may result in immediate dismissal. Students in the non-traditional track are exempt from this requirement but may be required to schedule conferences with their academic advisor.

Students placed on academic (or disciplinary) probation may not participate in extracurricular activities, including intercollegiate athletics, and may not represent the University in any way except during regular worship services on Sunday or in activities directly related to courses in which they are enrolled.

Probationary students who have Incomplete (I) grades will be removed from probation immediately upon the removal of the "I" grades if the resulting cumulative average is satisfactory.

Any student with a cumulative average below .73 will face immediate academic dismissal, with no probation period. Students admitted on probation will not be permitted to remain for a second semester if they fail to achieve a 1.50 average at the end of their first semester.

Students may appeal any of the above conditions by submitting a written request to the Academic Dean within the time specified in the probation notice. The Academic Dean may consult with appropriate faculty, administrators, and/or the Academic Resource Center Director in deciding whether to grant the appeal.

Proficiency Exams

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

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

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

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

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

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

proficiency exams and alternative competency measures for selected courses. For students who meet specific eligibility requirements, an alternative competency measure is available for LA 113. Contact the Communication Studies program director, Dr. Peter Verkruyse, at pverkruyse@lincolnchristian.edu for details. Students may proficiency out of WM 281, WM 282, WM 283, WM 284, WM 289 or WM 359. The fee for taking one of these local exams is \$50 per course. There is also a \$50 per credit hour fee to receive college credit and have the course listed on the student's transcript. Contact the program director of Worship Ministry, Jeff Colleen, at jcolleen@lincolnchristian.edu for details.

Notes:

- It is possible that proficiency credit granted at LCU may not be recognized at other colleges and universities. Students planning to transfer, especially those involved in consortium programs such as teacher education, should determine ahead of time whether proficiency credit will be recognized.
- All proficiency credit must be completed before the beginning of the student's final semester.
- In addition, students with acceptable scores in one other AP Exam will be exempted from 3 hours of Open Electives, but only if none of the four exams listed above has been used to meet Open Elective requirements.

Minimum Credit Requirement

At least 30 hours of any Bachelor of Arts degree program (15 hours for Associate of Arts) must be completed through course work offered by the University. For further information, contact the Registrar's Office at registrar@lincolnchristian.edu.

Schedule Changes

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

Refund of tuition and fees (if any) will be computed from the date the drop is initiated (see "Refund Policy" on Page 73. Failure to officially withdraw from a class will result in the assigning of an "F" and the loss of tuition and fees for that class. A student may not drop any course after four weeks without permission from the Registrar or an Academic Dean.

Service Learning

The goal of Lincoln Christian University is to prepare servant leaders based on the Biblical model of servant leadership. Our accreditation standards also require that we “promote development of effective witnesses and servants in the church and the world-at-large.” To that end, every full-time student is required to become involved in some kind of supervised and ongoing Christian service. To help students meet this requirement, the University has established a Service Learning program, overseen by the Student Development Office. Each academic program or major has specific service learning activities that must be met to fulfill Service Learning requirements.

All full-time undergraduate students (taking 12 or more hours) must enroll each semester in CM 100 and must submit reports to document their successful completion of the Service Learning requirements for that semester, in accordance with the requirements set forth by their major's program director. Part of the Service Learning requirements may be met by participating in the University's annual “Restoration Week,” which is required of all degree-seeking sophomore and junior traditional students and optional for freshmen and seniors. Students must register for the section of CM 100 that corresponds to his or her Restoration Week trip. Students with special circumstances (health, family, work, etc.) may make arrangements with the Student Development Office at the beginning of the fall semester. Full-time students who fail to document their Service Learning activities each semester will fail CM 100 and will not be allowed to re-enroll without a written appeal to the Student Development Office, (who may consult with the Academic Dean). Students on internships are not required to participate in Service Learning.

Special Needs

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

Transcripts

Current students may access and print an unofficial copy of their transcripts by accessing their own academic records through the 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 Registrar's Office. Except during times of unusual workload or other exceptional cases, the request will be honored immediately (in all cases by the next work day). A printed copy of the transcript will be made available in person or by mail only with the written authorization of the student involved. To secure a transcript, current students should fill out a Transcript Request form in the Registrar's Office or on the website. A \$7 fee is charged for each electronic transcript copy and \$10 fee for each paper transcript copy, whether official or otherwise. Transcripts will be withheld from any students whose accounts are not paid in full.

Vocational/Occupational Credit Policy

LCU 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 undergraduate catalog (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 from the University

A student may not withdraw from Lincoln Christian University without permission from the Dean of Students, the Academic Dean, or the Registrar. Once classes have begun, the withdrawal form can be obtained from the Student Development Office. The student is expected to meet all obligations involving instructors, fellow students, deans, campus residents, Fiscal Services, Library, and Registrar, such as returning room keys, paying library fines or other unpaid fees, and returning rented or borrowed materials. Refunds of tuition and fees will be made according to the schedule shown under "Refunds" (see page [72](#))

Incomplete/Withdrawal Policy

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 30 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. 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 (if the reason is medical in nature) or a letter (if the reason is not medical in nature).

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

Costs and Financial Aid

Tuition and Fees (2016-2017)

Tuition (per credit hour)	\$434.00
Tuition (per audit hour)	\$50.00
Room and Board (per semester)	\$3,782.00
Room only (if permitted)	\$1,800.00 per semester
Dormitory Room Deposit (one time)	\$150.00
Single room (when available)	\$750.00 per semester added to the above rates
Cafeteria only (if permitted)	\$1,982.00 per semester
Nightly dorm charge (when available)	\$16 per night; \$75 per week
Graduation Fee (diploma)	\$50.00
Change of Major	\$10.00
Change of Schedule	\$10.00
Deferred Payment	\$50.00 per semester
Incomplete Grade (per class)	\$25.00
Late Registration	\$35.00
Late Intent to Graduate	\$25.00
Transcript Copy (paper: mail or pickup)	\$10.00
Transcript Copy (electronic)	\$7.00
Transcript Copy (overnight)	\$35.00
Transcription Fees (AP, CLEP, Las Vegas credit, etc.)	\$50.00 per hour
Independent Study Fee (per credit hour)	\$100.00
Music Lesson Fee (per credit hour)	\$50.00
International Student Insurance	\$500-\$675 per semester (depends on age)
Restoration Week*	varies
Intensive Course Room and Board	\$230.00
CM098 Class Fee	\$275.00
CM 099 Class Fee (new students)	\$350.00
US098 Class Fee	\$100.00
ACCE Program Fee (Chinese students)	\$3,000 one-time charge
International Student Activity Fee	\$300 one-time charge

ALL COSTS AND FEES ARE SUBJECT TO CHANGE AT ANYTIME. For current rates, please see our website: www.lincolncrussian.edu.

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

Special Notes Concerning Fees:

- Spouses of full-time students may audit any course for a single fee of \$25 per semester.
- Textbook costs vary according to the course schedule of students. A full load of 15 hours or more typically cost \$300 or more for textbooks.
- The \$150 Residence Hall room deposit must be paid before any room can be reserved and/or occupied. The deposit is refundable when the student leaves the Residence Hall for the last time. If the room is not left clean and in order at the end of a school year, the room deposit will be forfeited.

Payments

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

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

Automatic Bank Payment (ACH) Option

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

Credit Card Option

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

Refund Policies

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

Withdrawing from the University

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

- If withdrawal is prior to the first regularly scheduled class day, all tuition, fees, and room and board charges are deleted.
- If withdrawal is within the first 14 calendar days after the first regularly scheduled class day, then all tuition and fees are refunded minus a service charge of \$100. Room and board charge will be pro-rated based on the weekly rate.
- If withdrawal is after the 14th calendar day, a student will receive a pro-rata refund of tuition, fees, and room and board charges equal to the portion of the period of enrollment remaining, rounded downward to the nearest 10%.
- If withdrawal is after 60% of the semester has been completed, no refund shall be made.
- All financial aid will be refunded based on your withdrawal date and the formula set by the Department of Education Return of Title IV Funds.

Nevada Refund Policy

If the institution has substantially failed to furnish the training agreed upon in the enrollment agreement, the institution shall refund to a student all the money the student has paid.

If a student cancels his or her enrollment before the start of the training program, the institution shall refund to the student all the money the student has paid, minus 10% of the tuition agreed upon in the enrollment agreement or \$150, whichever is less.

If a student withdraws or is expelled by the institution after the start of the training program and before the completion of more than 60% of the program, the institution shall refund to the student a pro rata amount of the tuition agreed upon in the enrollment agreement, minus 10% of the tuition agreed upon in the enrollment agreement or \$150, whichever is less.

If a student withdraws or is expelled by the institution after the completion of more than 60% of the training program, the institution is not required to refund the student any money and may charge the student the entire cost of the tuition agreed upon in the enrollment agreement.

If a refund is owed as described above, the institution shall pay the refund to the person or entity who paid the tuition within 15 calendar days after the:

- Date of the cancellation by the student or his/her enrollment;
- Date of termination by the institution of the enrollment of a student;
- Last day of an authorized leave of absence if a student fails to return after the period of authorized absence; or
- Last day of attendance of a student, whichever is applicable.

Withdrawing from a Course

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

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

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

Courses dropped during the online registration period are not billed, so there is no refund necessary. All such dropped courses are deleted from the record with no grades given. Students DO NOT need to contact any office during this period, since all drops (or adds) can be done online by the student through the Student Portal. Online registration periods are typically open for a few weeks in the early summer for fall courses and for a few weeks in the late fall for spring courses, though students may register (or drop courses) after this period. Online registration periods are posted well in advance. (Note: Students who are new will be notified of their registration period as part of their admission acceptance letter.)

All courses dropped after the online registration period closes but before the start of the second class session (e.g. before the second Monday class for all Monday evening courses, or before the start of the second week for online courses) are eligible for a full refund. All such dropped courses are deleted from the record with no grades given. As noted in the introduction to this policy, students **MUST** contact the Registrar during this period or for any following period noted below to drop a class.

- Courses dropped before the start of the third class session (e.g., before the third Monday class for all Monday evening courses, or before the start of the third week for online courses) are not eligible for any refund. Grades of "W" are recorded on the transcript for classes dropped during this time.
- Courses dropped after the third class sessions (e.g. after the third Monday class for all Monday evening courses, or after the third 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 by completing a Withdrawal Request form from the Registrar, and turn it in within 30 days of the final day of the course.

Financial Aid

Office of Financial Aid (217) 732-3168
finaid@lincolncristian.edu

An undergraduate education is a significant investment and Lincoln Christian University is committed to making higher education accessible and affordable for all our students and families. Nearly 90% of Lincoln Christian University students receive financial aid. Last year the amount of aid totaled over 13 million dollars.

Federal and Illinois state grants are available to students who are U.S. citizens, permanent residents, or eligible non-citizens who have a recognized high school diploma or GED, and are meeting satisfactory academic progress standards. The accepted application for all federal and state programs is the Free Application for Federal Student Aid (FAFSA). Students are strongly encouraged to complete this form, which may be filled out online at www.fafsa.gov

Grants

Federal Pell Grant

The Federal Pell Grant is available to students with financial need. This grant is awarded based on a formula established by the Federal Government based on family financial information submitted on the Free Application for Federal Student Aid (FAFSA).

Federal Supplemental Educational Opportunity Grant (FSEOG)

The FSEOG is for students with exceptional need who also have received the Federal Pell Grant. Funds for FSEOG are very limited.

Illinois Monetary Award Program (MAP)

Illinois residents are considered for this need-based grant, which applies only to tuition and fees (room and board not included). The application deadline for MAP varies from year to year due to funding. Students are encouraged to complete the Free Application for Federal Student Aid (FAFSA) as soon as possible after January 1 for enrollment the following year. Visit www.isac.org for further information.

Loan Programs

Federal Direct Loans (subsidized and unsubsidized)

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

- Subsidized Loans – Under certain conditions, the Federal Government will pay the full interest charged on the loan while the borrower is attending school and prior to the beginning of the repayment period. These are called subsidized loans.
- Unsubsidized Loans – With unsubsidized loans the interest accumulates over the period of the loan

Repayment on a direct loan begins six months after the borrower completes his or her course of study or drops below half-time status. Students who have filed the FAFSA are automatically considered for this program.

Federal Perkins Loan Program

The Federal Perkins Loan is a low interest loan program for students with exceptional financial need. Lincoln Christian University is responsible for the administration of this federal program. The repayment period begins nine months after the borrower ceases to be enrolled at least half-time in an institution of higher education and may extend over a 10-year period. Students who have filed the FAFSA are automatically considered for this program.

Federal Direct PLUS Loan

Parents or legal guardians of a dependent student may borrow through the Federal Direct PLUS Loan program.

Parents may borrow up to the cost of education (minus other aid). This program is not based on financial need. Repayment normally begins within 60 days of the second disbursement. All Federal Direct PLUS loans require a credit check.

Alternative Loan

Private banks and loan companies may also offer student and parent loan programs. These loans can be at a variable or fixed interest rate. Lenders will base rates on a borrower's credit score and will often require a co-signer.

Scholarships and Grants

Academic Awards

Freshman Academic Scholarships

- Annual award amounts range from \$1,000 to \$7,000
- Based on high school GPA thru junior year and SAT or ACT scores
- Renewable based on 2.75 cumulative college GPA
- Award notification begins October 15
- Full-time, on-campus enrollment required

Transfer Academic Scholarships

- Annual award amounts range from \$1,000 to \$4,000
- Based on college GPA with more than 24 post high school credit hours
- Renewable based on 2.75 cumulative college GPA
- Award notification begins October 15
- Full-time, on-campus enrollment required

National Merit Recognition Programs

- Awarded to National Merit, National Achievement and National Hispanic Scholar Semi-Finalists and Finalists who designate LCU
- Guaranteed minimum award of \$6,000
- Full-time, on-campus enrollment required
- Must register for classes by June 15 to be eligible

Other Scholarships/Grants

Athletic Scholarship

- Awarded by the LCU athletic department to full-time students based on athletic talent, leadership potential, and ability
- Awards range from \$500 to \$4,000; renewable
- Other rules and qualifications may apply

Church Matching Scholarship

- LCU will match dollar-for-dollar any scholarship given by a church to a specific student, up to the award limit listed below
- LCU will match up to \$400 for a full-time student
- LCU will match up to \$200 for a part-time student
- Deadline for Church Matching Scholarship application is June 15

Restoration Movement Scholarship

- Open to students whose home church is affiliated with the Restoration Movement
- \$500 annual award towards full-time enrollment. On-campus residency required
- \$250 annual award towards off-campus, full-time enrollment

Out-of-State Scholarship

- Students who are not residents of the state of Illinois and demonstrate financial need may apply for an Out-of-State Scholarship
- Up to \$2,500 annual award, based on out-of-state residency
- Students must enroll full-time and reside in on-campus housing
- Priority application deadline of March 1

International Scholarship

- Awarded to students from countries other than the U.S. on the basis of academic achievement, leadership, financial need, and mission
- Up to 10% of tuition; Renewable
- Must be full-time and reside in on-campus housing
- Must be in good standing with SEVIS with a current F-1 student visa or other non-immigrant status

Buy 3, Get 1 50% Off

- Take three online classes – get the fourth online class 50% off!
- Estimated annual award for 2016-17 is \$1,302 (\$651/semester)
- Students must complete a minimum of 12 credit hours each semester
- 50% tuition only discount will be applied at the end of the semester when all the classes for the semester have been completed

Servant Leader Scholarship

- Awarded to new online students enrolling in an undergraduate program
- \$500 annual award towards half-time enrollment (at least 6 hours each semester)

Christian Worker Scholarship

- Open to dependent students whose parent(s) are involved in full-time Christian service (any denomination)
- \$1,000 annual award towards full-time enrollment. On-campus residency required
- \$500 annual award towards off-campus/full-time enrollment
- Verification of work in the Christian service field in the form of affidavits, pay stubs, or tax returns may be requested

60+ Grant

- Students 60 years of age or older pursuing an undergraduate degree will receive a \$100 grant for each credit hour taken
- Applies to full-time or part-time enrollment

Student Employment

Lincoln Christian University has a limited number of on-campus student employment opportunities thru the LCU iServe program. Hours of work varies according to the job classification. A student may not work more than 20 hours per week on campus during the school year and more than 40 hours during breaks.

Businesses and individuals in the Lincoln area also provide opportunities for full- and part-time employment. Students desiring information about employment in Lincoln, IL, should contact the Financial Aid Office.

Federal Work-Study Program

This program assists students with financial need by providing job opportunities through Lincoln Christian University. Students must qualify under federal regulations and must complete the Free Application for Federal Student Aid (FAFSA). Compensation is bi-weekly with a work limit of 20 hours per week during the school year. For more information and job postings, visit the i-Serve ([work study program](#)) website.

Student Ministries

There are opportunities for student ministry in the Lincoln, IL, area. Numerous students currently serve churches in various positions. The LCU Church Ministry Office is constantly in contact with churches seeking full-time and part-time ministry staff and will provide a list of such churches on request, as well as on the LCU website under "Churches" (select [Open Ministry](#)).

Financial Aid Policies

Two Award Policy

Students who are eligible to receive more than two institutional grants or scholarships will only receive the two largest dollar awards. There are some institutional aid programs that are an exception to the two award policy. These include the Church Matching Scholarship, the LCU College Grant, and the Endowed Scholarship program.

Maximum Award Policy

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

Outside/Private Scholarships

Scholarships or grants received outside of federal, state, or institutional aid must be reported to the Financial Aid Office. This includes private scholarships, veteran's benefits, vocational rehabilitation benefits, and fee reductions remission benefits. Outside/private scholarships will be applied toward tuition costs.

Satisfactory Academic Progress

Adjustments may be made to your financial aid package and/or institutional awards if the additional assistance causes you to receive more financial aid than you are eligible to receive. (see [Maximum Award Policy](#)). Federal regulations require that financial aid recipients meet certain academic standards to be eligible for federal financial aid. To ensure financial aid recipients are making Satisfactory Academic Progress (SAP), academic transcripts are reviewed at the end of each term to determine eligibility for the next term. All terms of attendance are reviewed, including periods in which the student did not receive financial aid. The following guidelines have been established by Lincoln Christian University.

Minimum Cumulative Grade Point Average

The following sliding scale of minimum GPA applies to all students.

Undergraduate after 1 semester	1.50
Undergraduate after 2 semesters	1.75
Undergraduate after 3 semesters	2.00

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.

Maximum Time Frame Requirement

Eligibility is terminated at the point when the total hours attempted equals 150% of the total degree hours (i.e. 130 hours required x 150% = 195 maximum allowable hours). Students will be suspended as soon as it is mathematically not possible to graduate within the 150% timeframe.

Financial Aid Warning and Suspension

Recipients are placed on financial aid warning for the next semester of enrollment when they fail to meet the GPA and credit completion requirement. Students are suspended from receiving financial aid if they do not meet the SAP by the end of their warning term. A student may make a written appeal to the Financial Aid Committee if the minimum GPA or credit completion requirement is not met. Appeal forms are available in the Financial Aid Office. Part of the appeal process is establishing an academic plan with the student's advisor. If appeal is granted, a student will be on financial aid probation and will be granted one additional semester of financial aid unless satisfactory academic progress is re-established or the student has successfully followed the academic plan.

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

Additional Financial Aid Information

Appeals Process

An appeal of a financial aid policy or award can be made in writing to the Director of Financial Aid. Students must provide new and compelling evidence not previously considered. The appeal will be reviewed by the Director of Financial Aid and the financial aid committee. Applicants will be notified in writing of an appeal decision.

Consumer Information

Required information (campus crime statistics, FERPA guidelines, graduation rates, and accreditation information) is available upon request from the Financial Aid Office.

Enrollment Procedures

www.LincolnChristian.edu/enroll

enroll@LincolnChristian.edu

(888) 522-5228
(217) 732-3168
(217) 732- 4199 fax

For ACT and SAT tests, the following codes should be used for LCU:

LCU SAT Code: 1405 LCU

ACT Code: 1060

Enrollment Policy

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

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

- Academic achievement in high school and/or post-secondary education (e.g. community college or university) (GPA, class rank, and course selection)
- Achievement test scores (ACT and/or SAT)
 - ACT/SAT not required for nontraditional students
 - IELTS or TOEFL scores required for International students or students for whom English is not their first language
- References from teachers, pastors, high school guidance counselors, or colleagues
- Personal statement
- Community and church involvement

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

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

Application Process for Residential Students

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

Application materials should be completed as early as possible. Applications should be made by 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 degree programs may allow for a mid-semester start date.

An application for admission may be submitted after completion of the sixth semester of high school. Students who have completed any college course work (excluding summer courses taken after high school graduation but before fall college start) in subsequent terms/semesters following high school graduation will be considered for transfer admission.

The following must be submitted before final action will be taken on an application:

1. A completed application for admission. An online application is available.
2. A personal essay as indicated on the application for admission.
3. Official transcript(s) of all credits earned in high school and in any college or university previously attended as a dual enrolled student.
 - Prior to enrollment, admitted students must submit an official final high school transcript (or equivalency) indicating the date of graduation. Students who have earned 24 semester credit hours or more from accredited institutions of higher education may have their high school transcripts waived.
 - Homeschooled students, please refer to the homeschool section of this chapter.

4. Official transcript(s) of all credits earned from any college or university attended. Note: if more than one institution has been attended, each school's transcript is required.
5. Standardized test scores – Official score reports from the SAT and/or ACT should be sent directly to Lincoln Christian University.
 - ACT/SAT not required for nontraditional students.
6. A reference/recommendation form as indicated in the application for admission (please note that family members may not serve as references).
 - Additional references may be required at the discretion of the admission committee.
7. Applicants for whom English is not their first language 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 = 75. The minimum band score for the IELTS is a 6.0.
 - The language testing requirement may be waived at LCU's discretion for students who have completed an entire academic degree from an institution in the United States where English is a primary language or for those students who have successfully completed LCU's English Language Academy.
8. A campus visit on campus or conversation via phone or online, with an enrollment counselor is strongly encouraged prior to or after all application materials have been submitted.

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

When all required admission materials are on file, the admission committee will review the materials and notify the applicant in writing of its decision.

Additional Information

Applicants should register for an ACT or SAT test date as early as possible and request that the scores be sent to LCU. Register for the ACT at www.act.org and the SAT at www.sat.org.

- Institutional SAT/ACT Codes:
 - LCU SAT Code- 1405
 - LCU ACT Code- 1060

ACT/SAT not required for nontraditional students.

All credentials for admission must be submitted to Enrollment Services before the student's application can be processed. It is the student's responsibility to see that all required documents are submitted.

- Admission decisions are made on a rolling basis throughout the year beginning October 1 for the following fall term of entry.
- All application materials are kept on file for one year and become property of Lincoln Christian University. Transcripts received from other institutions will not be returned to the student or released to another institution or third party.
- Admitted students may elect to defer their enrollment for one year by notifying Enrollment Services.
- Students should be 17 years of age by the date of full-time enrollment.
- If a student is denied admission, they may reapply after one academic year.
- An appeal of an admission decision can be made in writing to the Vice President of Enrollment Services. The appeal will be reviewed and adjudicated by the University's Academic Council. 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 (Conditions)

Applicants to LCU may be admitted on a provisional and/or conditional status if they do not meet the requirements for regular admission and/or if it appears they could benefit from additional assistance in their program. There will be restrictions on course work, and students may be required to take certain college preparatory classes as part of their curriculum. If a student is admitted with conditions, a minimum 2.0 cumulative GPA or satisfactory academic progress as determined by the Undergraduate Academic Dean will be required to continue at LCU. Additionally:

Any student who has a GPA lower than a 2.0 in the last five years, in the previous college(s), will be admitted with conditions.

Any student who has been out of college at least five years and whose previous college work results in a cumulative grade point average below 2.0 may be considered for admission under a "Fresh Start" policy.

"Fresh Start" policy states that 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 (semester GPA), which must be a 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 most recent course work is at least a 2.0. Official graduation honors, however, are based on a student's entire cumulative GPA, not just current coursework.

Home School Students

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

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

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

International Students

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

Deadlines

- For international applicants, 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.

Admission Materials

International applicants must do the following:

- Submit an application for admission
- Submit 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, you will need to provide a transcript from each school. If no previous college or university work has been completed, you will need to provide an official high school transcript, documenting successful completion of high school (or equivalency).
 - All academic transcripts must be submitted in their original language along with an official certified translation in English. Applicants to the English Language Academy (non-degree seeking) are exempted from the translation requirements and may submit academic transcript/s without translation.
 - 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; a document-by-document evaluation is sufficient for graduate work.

- Approved agencies include, but are not limited to:
 - AACRAO (www.aacrao.org)
 - World Education Services (www.wes.org)
 - Educational Credential Evaluators, Inc. (www.ece.org)
 - Josef Sliny & Associates (www.jsliny.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 listed above.

- Complete the reference/recommendation form(s) as indicated on the application for admission.
 - Additional reference forms may be requested at the discretion of the admission committee.
- 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: 75. The minimum band score for the IELTS is a 6.0. The 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.
- 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.
- 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.
- Submit a copy of a valid passport.
- For those international applicants already in the United States, submit a copy of your current visa page.
- 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 students who participate in athletics are

required to purchase Student Athletic Insurance (annual fee = \$850).

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.

English Language Academy

The admission requirements for LCU's English Language Academy are the same as admission requirements for international students with the exception that applicants do not have to submit proof of English proficiency and must submit to an interview.

For more information about the English Language Academy, please visit the LCU the website at: www.lincolncrussian.edu/international/china-institute.php.

LEAP: High School Dual Enrollment Program

High school students who wish to attend Lincoln Christian University through the dual-enrollment program (onsite or online), Lincoln's Early Achievement Program (LEAP), must complete the application for admission indicating high school dual enrollment and submit an official high school transcript. Students must have a 3.0/4.0 scale to be eligible. Students may complete as many dual enrollment courses as they wish, but the LEAP pricing is limited to twelve semester credits. Dual enrollment students are additionally limited to no more than six credits per semester. Please refer to the tuition and fees schedule for special dual enrollment pricing. Dual enrollment students are not eligible to receive financial aid.

Non-Degree Seeking 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. Students desiring to apply as a non-degree seeking student need to submit an application for admission indicating non-degree seeking status and a final transcript showing high school graduation. Full tuition and fee schedule will apply. 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 pre-requisites may apply and students must adhere to academic policies and student life guidelines in place at the time of enrollment.

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 and a college transcript or letter of good standing from the registrar or dean at 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 pre-requisites may apply.

Audit Students

Students desiring to audit an undergraduate class need to submit an application for admission indicating audit status. Please refer to the tuition and fees schedule for undergraduate pricing.

Students auditing a class are not eligible to receive financial aid. Audit students can request a transcript showing that they audited the class but they will not receive course credit nor will it impact their GPA.

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. Review of an applicant's criminal history will focus primarily on ensuring the safety of the LCU community. In some cases, particularly in the case of felonies or crimes of violence, 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 a committee consisting of the Vice President of Enrollment Services, Undergraduate Dean, and Vice President of Student Services.

General Equivalency Diploma (GED)

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

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

Advanced Placement

Lincoln Christian University accepts placement opportunities through several programs including AP and CLEP tests. Please contact the Registrar's Office for more information.

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 nearest Veteran Affairs Office (VA). Specific questions concerning unusual programs should be directed to the Veteran's Administration. General questions concerning application for veteran's benefits may be directed to the LCU Financial Aid Office.

Re-Enrollment

Students who have not been enrolled at LCU for at least 12 months or more will be required to re-enroll by submitting an Application for Admission indicating re-enrollment/previous attendance. Students who have attended another institution during his/her absence will be required to submit official transcripts before an admission decision will be made. A new spiritual life

reference form is also required. The admission committee cannot make a decision on a student applying for re-enrollment if there are any holds on their file, including student development, health services, academic, or student account holds. These should be resolved before re-enrollment. The Student Development, Fiscal Services, the Undergraduate Academic Dean, Registrar's Office, and the Enrollment Services offices must all sign off on any student pursuing re-enrollment at LCU. Re-enrolled students must follow the academic catalog in effect at the time of re-entry.

Transfer Students

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

- A completed application for admission. An online application is available.
- A personal essay as indicated on the application for admission.
- Official high school transcript indicating date of graduation and official transcripts from all college or universities attended.
 - Students who have completed more than 24 credit hours at another school may not be required to submit a high school transcript.
- Standardized test scores – Official score reports from the SAT and/or ACT should be sent directly to Lincoln Christian University.

A reference/recommendation form as indicated on the application for admission. Additional references may be requested at the discretion of the admission committee.

Applicants for whom English is not their first language 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 = 75. The minimum band score for the IELTS is a 6.0.

- The language testing requirement may be waived at LCU's discretion for students who have completed an entire academic degree from an institution in the United States where English is a primary language or for those students who have successfully completed LCU's English Language Academy.

A student must present a record of academic achievement in previous studies to be considered for admission. A transfer student should have earned at least a C average (2.0/4.0 GPA) in previous study to be considered for regular admission to a degree program. An applicant whose GPA fails to meet this threshold may still be admitted on probation or a provisional basis. Lincoln Christian University accepts credits transferred from other institutions provided they meet these criteria:

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

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

Lincoln Christian University is a participant in the Illinois Articulation Initiative (IAI), whose iTransfer website, www.itransfer.org, provides information as to what courses in general education will transfer from another Illinois college or university to Lincoln Christian University. LCU does not accept transfer courses from StraighterLine.com.

Non-Traditional Students

A nontraditional student is one who meets one of the following criteria (and thus allows them to enroll in online degrees and/or courses):

- Married
- Age 23 or older
- Placebound

Enrolling at the University

Admitted students will receive housing and health forms if applicable (e.g. non-traditional students enrolled in online programs are exempted from providing these forms). Students planning to live on campus will be required to make a housing deposit which is refundable until May 1 for fall enrollment and December 1 for spring enrollment.

Housing assignments cannot be made until this deposit is received. The deposit is returned when the student follows proper checkout procedures and leaves his/her room in good condition.

Any residential student on-campus taking more than a half-time course load per semester must submit two health forms and one updated immunization record which is maintained confidentially by Health Services. Up-to-date immunization requirements include a Tetanus booster that is no more than 10 years old and 2 doses of MMR given at separate calendar dates. Beginning in 2016, Illinois state law also requires that all 12th graders must submit proof they received the meningitis vaccine. All forms as required by the state of Illinois must be submitted within 15 days of the start of the semester in which he/she enrolled at LCU.

Personnel

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

Board of Trustees

Lincoln Christian University is directed by a Board of Trustees composed of business and professional people and ministers from Christian Churches/Churches of Christ. The Trustees for the 2016-17 academic year are:

Jennifer Braun	Indianapolis, IN	Dir. of Administration
Dwayne Cooper	Champaign, IL	Sales Manager
Karen Diefendorf	Elgin, SC	Hospice Chaplain (LTC) and Retired Army Chaplain LTC
Dustin Fulton	Omaha, NE	Pastor
Don Green, DMin	Lincoln, IL	President of LCU
Habeeb Habeeb	Champaign, IL	Chief Executive Officer
Gene Harker, MD, PhD	Indianapolis, IN	Physician
Doug Klendworth, PhD	West Chester, OH	Chemical Engineer
Warren Knoles	Springfield, IL	Civil Engineer Consultant
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Undergraduate Academic Dean	Peter Verkruyse , MDiv, PhD
Dean of Students	M. Stephen Collins , MA, MDiv

Staff

For a complete list of the staff at Lincoln Christian University, visit our [website](#).

University Faculty

KIM BALDWIN (Seminary)

Associate Professor of Clinical Mental Health Counseling
BS, Abilene Christian University
MAC, Lincoln Christian Seminary
MA, Wheaton College
PsyD, Wheaton College

SHARON BLOCH

Associate Professor of Science
BS, Millikin University
PhD, Saint Louis University

MARJ BUCHHOLTZ-CASTRONOVA

Assistant Professor of Marriage & Family Therapy
BA, Concordia College
MS, Colorado State University
PhD, Loma Linda University

TREVOR COCHELL

Assistant Professor of Old Testament
BA, Northwest Christian University
MA, MDiv, Lincoln Christian Seminary
PhD, Baylor University

JEFFERY G. COLLEEN

Professor of Worship Ministry
BSM, Lincoln Christian University
MMus, Illinois State University

M. STEPHEN COLLINS

Dean of Students, Associate Professor of Bible
BA, Lincoln Christian University
MA, MA, Lincoln Christian Seminary
MDiv, Lincoln Christian Seminary

STEVEN D. CONE (Seminary)

Associate Professor of Bible and Theology
BA, University of Illinois at Urbana-Champaign
MA, MA, Lincoln Christian Seminary
PhD, Boston College

FRANK E. DICKEN (Seminary)

Assistant Professor of New Testament
AA, BA, Lincoln Christian University
MDiv, Lincoln Christian Seminary
CSA, St. Mary's Seminary and University
PhD, The University of Edinburgh, Scotland

JAMES R. ESTEP (Seminary) Professor of Christian Education

MA, MA, MDiv, Cincinnati Bible Seminary
DMin, Southern Baptist Theological Seminary
PhD, Trinity Evangelical Divinity School

DINELLE FRANKLAND (Seminary)

Professor of Worship Studies
BA, Lincoln Christian University
MM, Southwestern Baptist Theological Seminary
DWS, Robert E. Webber Institute for Worship Studies

MICHAELS. GOWIN

Professor of Business Administration
BS, Purdue University
MA, Lincoln Christian Seminary
MBA, University of Illinois at Springfield

DON GREEN (Seminary)

President, Professor of Leadership
BA, Lincoln Christian University
MDiv, Lincoln Christian Seminary
DMin, Trinity Evangelical Divinity School

RANDY INGMIRE

Vice President of Student Services
BA, Manhattan Christian College
MA, Central Missouri State University
MA, Lincoln Christian Seminary
Doctoral work in process

BILLIE JARVIS-FREEMAN

Professor-at-Large
BA, Illinois State University-Normal
MA, University of Illinois-Springfield
PhD, Illinois State University

FRED N. JOHNSON

Professor of New Testament
BA, Johnson Bible College
MDiv, Lincoln Christian Seminary
ThM, Covenant Theological Seminary
DMin, Emmanuel School of Religion

J.K. JONES

Director of MA in Spiritual Formation
MA, Lincoln Christian Seminary
MA, Friends University
MDiv, Lincoln Christian Seminary
DMin, Dallas Theological Seminary

SUE A. JONES

Professor of Worship
BA Lincoln Christian University
MA, Pittsburgh State University

PAUL KISSLING (Seminary)
Professor of Old Testament
BRel, Great Lakes Christian College
MDiv, Lincoln Christian Seminary
ThM, Trinity Evangelical Divinity School
PhD, University of Sheffield

RICHARD A. KNOPP
Professor of Philosophy & Christian Apologetics
BA, St. Louis Christian College
MA, Southern Illinois University
MDiv, Lincoln Christian Seminary
PhD, University of Illinois

ROBERT KURKA (Seminary)
Professor of Theology and Church in Culture
BA, Crossroads College
MDiv, Lincoln Christian Seminary
DMin, Trinity Evangelical Divinity School

MARK J. MANGANO
Professor of Old Testament
BA, Minnesota Bible College
MA, Trinity Evangelical Divinity School
MPhil, Hebrew Union College
PhD, Hebrew Union College

ROBERT P. MAUPIN
Professor-at-Large
BBL, Ozark Christian College
MA, Wheaton University Graduate School
DMISS, Fuller Theological Seminary

ROB McCORD (Seminary)
Professor-At-Large, Director, MA in Ministry
(Indianapolis)
BS, Ball State University
MA, Regent University School of Divinity
DMin, Grace Theological Seminary

SILAS L. McCORMICK
Vice President of Enrollment Services
BA, Lincoln Christian University
EdM, University of Illinois
PhD, University of Illinois
JD, Ohio State University

BRIANE E. MESSNER
Professor of History and Interdisciplinary
Studies
BA, Kalamazoo College
MA, University of Chicago
PhD, University of Chicago

ROBERT MONTS
Associate Professor
BA, Lincoln Christian University
MRE, MACM, Lincoln Christian Seminary
Doctoral work in progress

MICHAEL E. NICHOLS
Professor of Intercultural Studies
BA, Lincoln Christian University
MA, Lincoln Christian Seminary
PhD, Trinity Evangelical Divinity School

NANCY J. OLSON
Director of Library Services, Professor
BRE, Great Lakes Bible College
MSL, Western Michigan University
MDiv, Lincoln Christian Seminary

RONDEL D. RAMSEY
Professor of Youth Ministry
BA, Johnson Bible College
MA, Johnson Bible College
Doctoral work in process

ROBERT REA (Seminary)
Professor of Church History/Historical Theology
BA, BTh, Kentucky Christian University
MDiv, Emmanuel School of Religion
PhD, St. Louis University

MICHAEL J. REID
Assistant Librarian, Associate Professor
BA, Johnson Bible College
MS, University of Illinois
MA, Lincoln Christian Seminary

LARRY D. ROBERTS
Associate Professor of Psychology
BS, Illinois State University
MACM, Lincoln Christian University
MDiv, Lincoln Christian Seminary

JANIS A. RUTLEDGE
Professor of Developmental Education,
Academic Resource Center Director
BS, Eastern Illinois University
MS, Eastern Illinois University
Developmental Education Specialist Certification

CHUCK SACKETT (Seminary)
Preaching Professor-At-Large
BA, Boise Bible College
MDiv, Lincoln Christian Seminary
DMin, Trinity Evangelical Divinity School

TARA SAMPLES (Seminary)

Assistant Professor of Clinical Mental Health
Counseling
BS, Point University
MS, Georgia State University
MA, Fielding Graduate University
PhD, Fielding Graduate University

ROCHELLE SCHEUERMANN (Seminary)

Interim Chief Academic Officer, Dean of
Assessment, Associate Professor of Intercultural
Studies
BA, Central Bible College
MDiv, Assemblies of God Theological Seminary
PhD, Trinity Evangelical Divinity School

CHRISTOPHER B. SIMPSON (Seminary)

Professor of Philosophy and Interdisciplinary Studies
BA, Eastern New Mexico University
MA, Lincoln Christian Seminary
PhD, University of Nottingham, England

MITCHELL D. SIMPSON

Assistant Professor of English BA,
Lincoln Christian University MCM,
Huntington University MDiv,
Lincoln Christian University

SHAWN C. SMITH

Registrar, Associate Professor
AA, Indian River Community College BS,
Florida Christian College
MA, MDiv, Lincoln Christian Seminary

THOMAS L. SOWERS

Learning Management System Administrator
Assistant Professor of Communications
BA, Lincoln Christian University
MA, University of Illinois at Springfield

LESLIE R. STARASTA

Information Services Librarian, Associate Professor BA,
Illinois State University
MS, University of Illinois

LC SUTTON

Professor of Preaching and Christian Ministries BA,
Lincoln Christian University
MDiv, Lincoln Christian Seminary
DMin, Emmanuel School of Religion

ERIC A. TEORO

Professor of Business Administration
BA, Lincoln Christian University
MA, Lincoln Christian Seminary
MBA, Illinois State University
Doctoral work in process

C. NOLAN THOMAS (Seminary)

Associate Professor of Mental Health Counseling
BA, Atlanta Christian College
MDiv, Emmanuel School of Religion
MS, Oklahoma State University
DMin, Philips Graduate Seminary
PhD, Liberty University

PAUL TRAINOR

Las Vegas Extension Site, Associate Professor of Bible
and Theology
BS, University of Nevada at Las Vegas
MA, Fuller Theological Seminary
Doctoral work in process

PETER VERKRUYSSE

Undergraduate Academic Dean
Professor of General Education
BA, Lincoln Christian University
MA, MDiv, Lincoln Christian Seminary
MA, PhD, University of Illinois

BARNEY WELLS (Seminary)

Graduate and Seminary Academic Dean
Associate Professor of Bible and Ministry
BA, Lincoln Christian University
MDiv, Lincoln Christian Seminary
DMin, Bethel University

MIRIAM WINDHAM

Professor of TESOL
BS, Elizabeth City State University
TESOL Certification, Lincoln Christian Seminary
MS, Illinois State University

R. NEAL WINDHAM

Professor of Spiritual Formation and New
Testament
BA, Lincoln Christian University
MA, MDiv, Lincoln Christian Seminary
DMin, Azusa Pacific University

Faculty Emeriti

JAMES D. ALLISON
BSM, Lincoln Christian College
Master of Music, University of Illinois

WAYNE ARMSTRONG
BA, Minnesota Bible College
ThM, MDiv, Lincoln Christian College

PAUL E. BOATMAN
BA, St. Louis Christian College
MDiv, Lincoln Christian Seminary
DMin, Eden Theological Seminary

GERHARD H. BUSSMANN
AB, Lincoln Bible Institute
MDiv, Lincoln Christian Seminary
DMin, Eden Theological Seminary
MA, Ball State University

JOHN D. CASTEIN
BA, Lincoln Christian College
MA, MDiv, Lincoln Christian Seminary
PhD, University of Chicago

THOMAS G. EWALD
BA, Lincoln Bible Institute
MA, Lincoln Christian Seminary
MS, Indiana University
MDiv, Lincoln Christian Seminary

GARY H. HALL
BA, Miligan College
MDiv, Lincoln Christian Seminary
ThM, Gordon-Conwell Theological Seminary
PhD, Union Theological Seminary of Virginia

ALAN W. KLINE
BA, Lincoln Christian College
MA, Lincoln Christian Seminary

JANET SHAW
BA, Greenville College
MAT, Indiana University

WAYNE E. SHAW
BA, Lincoln Bible Institute
BDiv, Christian Theological Seminary
MS, Butler University
PhD, Indiana University

ROBERT A. WILSON
AB, Lincoln Bible Institute
AB, Hanover College
MRE, DRE, Southern Baptist Theological Seminary

WALTER D. ZORN
BA, Atlanta Christian College
MDiv, Lincoln Christian Seminary
PhD, Michigan State University

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

2016-2017 Academic Calendar

FALL SEMESTER	2016
Intensive Week	August 15-19
Move in Day	August 13
Life@ LCU	August 15-19
Classes Begin	Mon., August 22
First 8 Week Session	August 22 – October 14
Convocation	Tues., August 30
Labor Day (no classes)	Mon., September 5
Last Day to Drop a Semester-long Class	
With Refund	Mon., September 5
Without Refund	Mon., September 19
First Grading Period Ends	Fri., October 14
Fall Break	October 15-23
Second 8 Week Session	October 24 – December 16
Spring Registration	October 31-November 22
International Conference on Missions	November 17-20
Thanksgiving Break	November 23-27
Christmas in the Chapel	December 1-4
Final Exams	December 12-15
Last Day of Semester	Fri., December 16
SPRING SEMESTER	2017
Intensive Week	January 2-6
New Student Registration	Fri., January 6
Classes Begin	Mon., January 9
First 8-Week Session	January 9-March 3
Martin Luther King Day (no classes)	Mon., January 16
Last Day to Drop a Semester Long Class	
With Refund	Mon., January 23
Without Refund	Mon., February 6
Spring Break	March 4-12
Summer and Fall Registration	March 20-April 14
Second 8-Week Session	March 13 – May 5
Restoration Week Travel (no classes)	Fri., March 3
Restoration Week (no classes)	March 4-April 12
Easter Break	April 12-16
Final Exams	May 1-3
Last Day of Semester	Fri., May 5
Commencement (10 a.m.)	Sat., May 6
SUMMER SCHOOL (2016)	
Class Sessions	May 8 – August 11
Memorial Day (offices closed)	Mon., May 29

*Note: Academic Calendar updates are available on the Lincoln Christian University website.

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