



LINCOLN CHRISTIAN
UNIVERSITY



2022-2023
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 institutional 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 Institutional Learning Objectives

Lincoln Christian University has adopted three institutional learning objectives for all programs. These are that every student will:

- 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.
- 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).
- 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.

These three institutional learning objectives guide all University degree programs, including those of the graduate division and the embedded Lincoln Christian Seminary.

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.

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 objectives 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 institutional 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.)

Location

Lincoln Christian University is located in Lincoln, Illinois on Interstate 55, midway between Chicago and St. Louis. The University is located on the east edge of the city on Highway 10, with easy access to surrounding cities and churches. The city of Lincoln has 15,000 residents and provides numerous schools, stores, medical facilities, and places of employment.

Five larger cities are within an hour’s drive. Within a 200-mile radius of Lincoln are more than 1,000 Christian Churches and Churches of Christ, providing ample ministry opportunities on either a full-time or part-time basis.

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).

For further information, contact the Student Services 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, Christopher Hook, D. Stephen Long, Craig Hazen, and Holly Ordway. 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 Dudit, Robert Smith, Jr., Bryan Chappell, 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.

Jessie C Eury Library: Resources and Services

Your education through Lincoln Christian University not only provides access to quality professors and coursework but also a wealth of information resources. The Jessie C. Eury Library provides a variety of resources selected and designed to meet the specific information needs of Lincoln Christian University students. These resources are accessible in person and through the Library's website. Numerous guides are available to help students find the resources needed, within our collection or another library.

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 students know their LCU username and password and have an LCU ID card, the following resources can be accessed as described.

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

- Use reference materials within the library or scan materials for personal use.
- Not on campus? Request a scanned copy of a section of any reference source using Get It! Scanned copies are sent to your LCU email address.
- Some reference materials are available for limited check out.

Books and Media: Lincoln Christian University students have access to books and media items (DVD, CD, mp3 files) through the Library. LCU students also have access to 88 I-Share libraries throughout Illinois with a shared

catalog of over 38 million items as well as books and resources from other libraries through Interlibrary Loan. Access to these resources is available to all students regardless of degree program or location.

- On campus?
 - Check out books and media in person at the Jessie C. Eury Library using your LCU student ID card.
 - Use Get It! to request a book from any I-Share library, have it sent to the Jessie C. Eury Library, and check it out at the Service Desk. Please allow 2-3 business days for books to arrive.
- Near an I-Share Library?
 - Check out books at that library in person using your LCU ID card.
 - Use Get It! to request a book or media item from our Library or a book from any I-Share library, have it sent to the I-Share Library near you, and check it out using your LCU ID card.
- In the continental U.S.?
 - Use Get It! to request a book or media item from the Jessie C. Eury Library or a book from any I-Share library. Choose Off-Campus Mail Delivery and we will mail it to your home. Please allow extra time for mailing.
 - You are responsible for sending the book back to the Library.
- Any book not available in LCU DISCOVERY or I-Share may be requested through Interlibrary Loan.
 - An Interlibrary Loan book may be checked out in person at the Library or mailed to the student's home in the continental U.S.
 - You are responsible for shipping the book back to the Library.

Journals and Journal Databases: The Library subscribes to multiple current journals that are selected specifically to support the University's curriculum. Current print issues can be accessed in the Library. The Library also subscribes to multiple online journal databases which include over

15,000 full text journals and can be accessed via the Library website.

- Is an article not in full text in a database? Ask and the Library can get it for you!
 - If the Library has the journal, the scanned article will be sent to your LCU email address
 - OR the article will be requested from other libraries and sent to your LCU email address

Online Resources: The Library provides access to a variety of online resources including more than 55 journal databases, over 55,000 e-books, and 1,000 streaming videos. Students will be prompted to log-in with their LCU email and password.

Ask-a-Librarian: Whether you are on or off campus, the Library provides multiple opportunities and access points for students who have questions about accessing or using library resources or completing research.

- Call the Library, use the Chat function on our website or text us a question, or email the Library.
- For in-depth questions, book a research appointment to meet with a librarian either in person or online via a video chat.

To learn more about the Jessie C. Eury Library's resources and services, visit the Library website:
www.lincolncristian.edu/library.

Accreditation

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

Approval and Authorization

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

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

LCU has been approved by Illinois to participate in the National Council for State Authorization Reciprocity Agreements. NC-SARA is a voluntary, regional

approach to state oversight of postsecondary distance education.

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 the "Student Life" page and then selecting "Campus Safety" page or by contacting the Student Development Office.

ACADEMIC PROGRAMS

Degree Programs

LCU offers undergraduate programs leading to the Bachelor of Arts (BA) degree.

The Bachelor of Arts degree is offered in two areas and can typically be completed in four 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 two majors that they believe best suit their gifts. The following majors are available at the publishing of this document:

Biblical Studies
Christian Ministry

Two Majors

Students who wish to complete one degree with two majors 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.

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 17 and 36).* The academic programs described in this chapter are listed in the following order:

Bachelor of Arts degree programs (120 hours):

Biblical Studies
Christian Ministry

**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 43 for a list of the Common Core Learning Objectives.

BIBLE AND THEOLOGY CORE REQUIREMENTS		30
BI 270 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 101 Writing Studies 1*	3	
LA 102 Writing Studies 2	3	
LA 113 Introduction to Speech	3	
Math (3)		
MA 197 Math for Life* <i>OR</i> MA 295 Statistics*	3	
Science (7)**		
<i>Life:</i>		
SC 150 Human Biology (Lecture only)	3	
SC 151 Human Biology (Lecture and Lab)	4	
SC 155 Animal Biology (Lecture only)*	3	
SC 175 Animal Biology (Lecture and Lab)	4	
<i>Physical:</i>		
SC 157 Chemistry & Society (Lecture only)*	3	
SC 159 Chemistry & Society (Lecture and Lab)	4	
SC 257 Physical Science (Lecture only)	3	
SC 258 Physical Science (Lecture and Lab)	4	
Humanities/Fine Arts (15)		
BI 111 Introduction to the Bible	3	
IDH History Option	3	
IDL Literature Option	3	
IDP Philosophy Option	3	
ID Elective: Choose from IDH, IDL, or IDP	3	
Social/Behavioral Science (3)		
SS 171 Principles of Psychology* <i>OR</i> SS 164 Introduction to Sociology	3	
TOTAL GEN-ED HOURS IN THE 120-HOUR BA COMMON CORE:		67

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

** LCU requires 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@lincolnchristian.edu.

Program Objectives:

Upon graduation, students will:

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

BIBLE AND THEOLOGY CORE (see page 8)		30
GENERAL EDUCATION CORE (see page 8)		37
BIBLICAL STUDIES REQUIREMENTS		30
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	
CE 306 Teaching Ministry of the Church	3	
PR 308 Homiletics	3	
OPEN ELECTIVES		23
TOTAL:		120

BA in Christian Ministry

Residential and Online

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, Dr. Rondel Ramsey, at r Ramsey@lincolnchristian.edu.

Program Objectives:

Upon graduation, students will lead by:

1. Communicating biblical truth.
2. Demonstrating cultural empathy.
3. Applying ministry skills.
4. Modeling Christ-like character.

BIBLE AND THEOLOGY CORE (see page 8)		30
GENERAL EDUCATION CORE (see page 8)		37
CHRISTIAN MINISTRIES REQUIREMENTS		30
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 <i>OR</i> CE 306 Teaching Ministry of the Church	3	
SF 260 Christian Spirituality <i>OR</i> WM 383 Biblical Theology of Worship	3	
Choose two 300/400 level electives with the following prefixes: CE, CM, IC, PR, SF, WM, YM <i>OR</i> BL 243 Elementary Greek I and BL 244 Elementary Greek II	6	
OPEN ELECTIVES		23
TOTAL:		120

BA to MA Provision

Undergraduate seniors may apply graduate-level course credit to both an undergraduate degree and the MA in Organizational Leadership (MAOL). Subject to the following requirements.

1. The student must be an LCU senior, in good standing, and have a grade point average of 3.0 or better.
2. The student must secure the prior approval of the Undergraduate Academic Dean, Director of the MAOL program, and the Registrar (preferably during the spring semester of the junior year).
3. Only MAOL courses may be applied in this manner under this policy.
4. No more than 15 hours of MAOL courses may be counted towards an undergraduate degree.
5. At the undergraduate level, these hours may only be applied toward a student's open electives.

Any student interested in pursuing credit under this policy must begin by completing a form available from the Registrar. All such students will remain undergraduate students until they receive the BA. During their final undergraduate year, they may apply to the MAOL program, and upon completing the BA, be admitted to the MAOL program as a graduate student. Any undergraduate student pursuing credit under this policy may complete the BA without going on to the MAOL. Any student who do not proceed directly to the MAOL following completion of the BA may be unable to complete the program as described herein at a later date.

Christian Service Certificate Program

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 Undergraduate Dean. 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 270 Interpreting the Christian Scriptures	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. Describe, compare, and evaluate past and present ideas, values and practices through the distinctive perspectives of a Biblical worldview.
2. Know the history and significant contributions of Western society, especially in the context of the development of the Judeo-Christian heritage.
3. Think critically in communicate clearly and persuasively through writing and speaking, and in evaluating the communication of others.
4. Demonstrate the knowledge and understanding of scientific concepts and processes required for personal decision-making and informed participation in society in a manner consistent with a Biblical worldview.
5. Demonstrate the ability to think logically and reason effectively utilizing appropriate mathematical methodologies to solve real-world problems.

Course Numbering

All the courses listed in this chapter are arranged by course number, which includes a two-letter or three-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

- AP Apologetics
BI General Bible

BL	Biblical Languages
CE	Christian Education
CH	Church History
CM	Christian Ministry
CPL	Credit for Prior Learning
HI	History
HO	Honors
IC	Intercultural Studies
ID	Interdisciplinary Studies
LA	Language and Communication
MA	Mathematics
NT	New Testament
OT	Old Testament
PH	Philosophy
PR	Preaching Ministry
PS	Psychology
SC	Science
SF	Spiritual Formation
SS	Social Sciences
TH	Theology
US	University Studies
WM	Worship Ministry
YM	Youth and Family Ministry

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.

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 page 40 or visit the iTransfer website at www.itransfer.org.

Apologetics

AP 102 Introduction to Apologetics. An introduction to the evidences for the Christian faith and how to reply to prominent objections against it. Attention is given to developing effective skills in presenting and defending the Christian faith. (3)

AP 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 Christianity; the relevance of philosophy of science; prominent historical and legal conflicts; key issues in cosmology (e.g. big bang; age of the universe) and biology (e.g. chemical and biological evolution); different paradigms of biblical interpretation; and controversies over creationism, evolutionism, and Intelligent Design. Same as IDP 316 and PH 316. (3)

AP 338 Thomas Aquinas. A seminar on the theology of the medieval theologian Thomas Aquinas. The class will study his writings, theology, and relevance for current theological reflection and Christian conviction. Same as PH 338 and TH 338. (3)

AP 365 Religious Sects and Cults. An examination of the history, theology, and influence of religious groups whose beliefs or practices notably differ from historic Christianity (e.g. Jehovah's Witness, Church of Jesus Christ of Latter Day Saints (Mormons), Christian Science, New Age, Scientology, Wicca, Baha'i). Same as: TH 365. Prerequisite: Junior standing or instructor approval. (3)

AP 367 Theological Foundations for Christian Belief. A comparative survey of different theological and philosophical justifications for Christian belief (e.g., classical, evidential, existential, reformed epistemology, presuppositional, postmodernist, cumulative case) with emphasis given to respective advocates for these approaches. Same as: TH 367.

AP 399 Special Issues in Apologetics. A focused faculty-guided study of a given period in the history of apologetics, a specific thinker, or a prominent contemporary issue like the problem of evil, the resurrection of Jesus, the biblical canon, biblical manuscripts, the origin of the universe and life, etc. May be repeated. (1-3)

AP 482 Ethics. A survey and critical examination of various philosophical and theological approaches to ethics. Attention is typically given to relativism, egoism, 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 contemporary moral issues. Prerequisite: LA 101. Same as PH 482 and TH 472. (3)

AP 487 Advanced Apologetics. 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). Specific attention is given to the claims and criticisms of Christianity on the nature of God, the identity of Christ, and the nature of Scripture. Prerequisite: LA 101. Same as: PH 487. (3)

General Bible

BI 111 Introduction to the Bible. An historical and literary survey of the Protestant Scriptures, the Old and New Testaments. IAI Code H5 901. (3)

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

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. Internship can range from 1-6 hours and may be repeated for a maximum of 6 hours. Prerequisite: BI 400 Orientation to Internship. (1-6)

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. Prerequisite: Senior standing (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 302 Child Theology and Spiritual Development. This course investigates and examines the Biblical and theological foundations of children's spirituality and their spiritual development. Attention will be placed on understanding children's physical, social, emotional, intellectual, as well as spiritual formation, and exploring various aspects of how to help and encourage children to develop a deeper relationship with God and Jesus. (3)

CE 306 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)

CE 315 Leading and Learning in Small Groups. This course will equip students with a foundational understanding of the knowledge and skills required to lead small groups by incorporating spiritual, cognitive, and experiential learning 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)

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

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. Internship can range from 1-6 hours and may be repeated for a maximum of 6 hours. Prerequisite: CM 400 Orientation to Internship. (1-6)

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)

Credit for Prior Learning (CPL)

Students 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, following the policy guidelines described under "Credit for Prior Learning" on page 34. Qualified students 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. (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)

History

HI 176. American History I. The course will be a study of the development of the United States from its colonial origins through the end of Reconstruction. The course will emphasize the ideas that guided the country's political, social and cultural development as well as the analysis of primary source documents. (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 36) 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)

Humanities

HU 399 Special Topics in the Humanities. Topics will vary by semester and instructor. Study of selected period,

genre, or issue within the Humanities. May be repeated with consent of instructor. (1-3)

Intercultural Studies

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

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

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

IC 327 Intercultural Youth Ministry. A course designed to equip students for long-term children/youth ministry in urban North American contexts as well as international cultural contexts. Holistic ministry models will be presented that deal with issues including: family breakdown, abuse, gangs, drugs, racism, children of war, sex-trafficking, child-labor, street kids, and extreme poverty. (Same as YM 372) (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 21st Century Intercultural Ministry. 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 "bi-vocational missions" (tent-making), 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 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)

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. Internship can range from 1-6 hours and may be repeated for a maximum of 6 hours. Prerequisite: IC 400 Orientation to Internship. (1-6)

IC 460 Preparation for Intercultural 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 requirement consists of ID 101 which serves as a prerequisite for 4 additional semesters of required ID

subject focused courses for a total of 15 semester hours. Each of the 4 required ID courses is primarily taught by an instructor specializing in the subject of focus and may also include contributions made by faculty with academic specializations in other disciplines.

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. Christian Theism, Deism, Secular Humanism, Nihilism, Existentialism, Postmodernism, Eastern Pantheism, New Age, Islam). Specific attention is given to the nature of a Christian worldview, its perspective on science and ethics, and its implications for living with personal integrity and cultural impact. (3)

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

ID 360 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. Same as LA 310. Prerequisite: ID 101. (3)

IDH 117 Western Civilization I. This course will survey the development of Western civilization from the Ancient Near East to the 16th century. The course will focus on engaging primary source texts and critical writing, and will utilize worldview as the primary analytical lens for the history of the West. As an interdisciplinary course the class will include history, literature, philosophy, visual art and architecture. Prerequisite: ID 101. (3)

IDH 118 Western Civilization II. This course will survey the development of Western civilization from the 15th century to nearly the present day. The course will focus on engaging primary source texts and critical writing, and will utilize worldview as the primary analytical lens for the history of the West. As an interdisciplinary course the class will include history, church history, visual art and architecture. Prerequisite: ID 101. (3)

IDL 212 Film as Literature. This course emphasizes film as literature with a focus on film history, techniques, and genres. Using film as text with comparative print texts, the course explores the relationships in visual media among concept, theme, structure, and style; and it examines the interactions among worldview, social events, philosophies, and artistic media. Prerequisite ID 101. (3)

IDH 238 Ancient Rome. This course will survey the development of Rome from its founding until its western collapse in A.D. 476 and will emphasize its place in Western history. The course will focus on engaging primary source texts and critical writing, and will utilize worldview as its primary analytical lens. As an interdisciplinary course the class will include history, literature, theology, visual art and architecture. Prerequisite: ID 101. (3)

IDH 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. Prerequisite: ID 101. (3)

IDH 313 The Crusades. This course surveys the history of the Christian religious wars waged in Palestine and Europe after 1095. Issues considered include crusade as an expression of the “Age of Faith,” the reactions of Christians and non-Christians to crusade, the artistic expressions of the crusades and the theological implications of the crusading movement. As an interdisciplinary studies course we will consider history, literature, visual art, theology/religious studies,

church history and music. Same as: HI 313. Prerequisites: ID 101. (3)

IDL 145 Heroism and Villainy in Literature and Film. This course will investigate the classical and contemporary worldview conceptions of “hero” and “Villain” in both literature and film from ancient epics to contemporary super-hero film. Each work will be investigated for its worldview assumptions and supplemented by historical documents or critical commentary. Of specific focus will be the social, philosophical, and historical contexts in which each work was produced. Prerequisite: ID 101. (3)

IDL 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 development of literature specific to a child audience. Students will also be required to read and discuss world folklore and both current popular children’s fiction and 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, the role of illustration and visual art in the development of children’s literature, as well as film and musical adaptations. Prerequisite: ID 101. (3)

IDL 234 Literature of Monstrosity. This course examines the correlation between cultural worldview and social fears and desires as seen through classic and contemporary “monster” stories. Students will question how culture defines what it means to be human and what it means to be “monstrous” or “other” as studied through the use of comparative texts of different eras and cultures. The course will also explore modern implications between a Christian worldview and the arts (literature, music, film, etc.), through criticism, musical and film adaptations of literature, as well as visual art used as inspiration by the authors studied. Prerequisite: ID 101. (3)

IDL 239 History of the Mystery. This class examines the social fascination with crime and mystery, considering the worldview correlations of textual references to science and technology, human reason, intuition, and issues of justice. Consequentially each text within the class is examined for its implied views on race, gender, and social class relevant to its era and culture. Texts will be supplemented with musical, radio, televised, and film versions of the literary texts for comparison as time allows. Note: texts selected for this class will be work contemporary to their setting, i.e. no “historical mysteries” will be included. Prerequisite: ID 101. (3)

IDL 319 American Minority Voice in Literature. This course invites students to analyze literary works by American writers of minority ethnicities beginning in the pre-Revolutionary era to the present day. The course will explore and synthesize understanding of how race, ethnicity, gender, religion, and class characterize multiethnic writers' experiences in America. Students will research the historical and cultural contexts for the time period in which each text was written to better understand events that have shaped writers' ethnic identity. Course context will be supplemented by literary criticism, historical artifacts, music and visual art study. Prerequisite: ID 101. (3)

IDL 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.). Prerequisite: ID 101. (3)

IDP 209 Dante. This course studies Dante Alighieri's great medieval epic, *The Divine Comedy*, both in terms of Dante's literary achievement and in the way his work embodies the Christian worldview of Thomas Aquinas. Prerequisite: ID 101. (3)

IDP 210 History of Western Thought I. This course traces the development of Western ideas from ancient Greece to the 16th century. Special attention will be paid to major developments within, and the evolving relationship between, philosophy and theology, as well as their broader impact upon history, art, science, and culture. Prerequisite: ID 101. Same as PH 210. (3)

IDP 220 Philosophy and Film. A study of philosophy 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 philosophical themes as communicated through this medium. Prerequisite: ID 101. (3)

IDP 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. (Same as PH 306) Prerequisite: ID 101 and LA 101. (3)

IDP 310 History of Western Thought II. This course traces the development of Western ideas from the 16th to the 21st century. Special attention will be paid to major developments within, and the evolving relationship between, philosophy and theology, as well as their broader impact upon history, art, science, and culture. Prerequisite: ID 101. Same as PH 310. (3)

IDP 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 Christianity; the relevance of philosophy of science; prominent historical and legal conflicts; key issues in cosmology (e.g. big bang; age of the universe) and biology (e.g. chemical and biological evolution); different paradigms of biblical interpretation; and controversies over creationism, evolutionism, and Intelligent Design. Same as AP 316 and PH 316. Prerequisite: ID 101. (3)

IDP 331 Non-Western Philosophy. This interdisciplinary course examines philosophy as it came to exist outside of the Graeco-Roman and subsequent Western tradition; to do so, it will also interact with the practice of religion in these areas and in aspects of intercultural studies. Each iteration of this course will focus on the philosophical (and often religious) traditions of a specific set of non-western cultures. Examples of these foci would include classical Chinese philosophy (dealing with Confucianism, Daoism, and Buddhism), South Asian philosophy (dealing with Vedic, Upanishadic, and Buddhist philosophy), and Islamic philosophy. Course may be repeated as topic varies. Prerequisite: ID 101. (3)

IDP 336 History of Gender and Christianity. This course provides students with a historical survey of the complex relationship between gender, theology, culture, and hermeneutics, beginning with scripture and the early church then transitioning through the medieval and modern periods to the present day. This will equip students with the philosophical language, historical awareness, and theological tools required to engage in an informed manner with contemporary discussions about masculinity, femininity, society, and the church. Prerequisite: ID 101. (3)

IDP 345 God and the Holocaust. A course designed to challenge students to wrestle with the Holocaust and the perceived presence/absence of God in the midst of human suffering. Special attention will be paid to how the Holocaust impacted subsequent theology, philosophy, literature, comic books, art, and film. (Warning: some students may find the content potentially upsetting.) Prerequisite: ID 101. (3)

Language and Communication

LA 101 Writing Studies 1. This is the first course in a two-semester sequence of composition. Students will be introduced to a rhetorical approach to academic writing as a collaborative process of drafting, revising, and editing thesis-driven essays. Emphasis will be placed on critical reading and analysis, and course topics will include elements of style and standard composition. Successful completion of this course requires a grade of C or better. IAI Code C1 900R. (3)

LA 102 Writing Studies 2. This is the second course in a two-semester sequence designed to enhance the critical skills of argumentation and academic writing introduced in LA 101 Writing Skills 1, developing greater depth and sophistication in both style and subject matter. The course will reinforce student experience with the conventions of standard English, documentation and research. Prerequisite: successful completion of LA 101 with a grade of C or better. IAI Code C1 901R. (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 211, 212 Modern Languages. A study of the fundamentals of various modern languages, including vocabulary, basic grammar, and conversational/reading skills. Languages offered depends on personnel availability. (2-3)

LA 220 Introduction to Creative Writing. This class is an introductory level creative writing class in which the primary principles of poetry and fiction will be addressed, with some limited inclusion of creative nonfiction. This workshop designed course is meant to spark literary interests, talents, and inclinations, so that students may gain clearer image of who they are as writers. The course will include a large amount of reading of both short stories and poetry as well as a substantial creation of original works. Students will be expected to critique the works of peers and to submit their own work to similar critique. Prerequisite: of a C or better in LA 101 is required, and a C or better in LA 102 is recommended. (2-3)

Mathematics

MA 197 Math for Life. A course focusing on mathematical reasoning and the solving of real-life problems, rather than on routine skills and appreciation. Topics to be studied will be chosen from management science, statistics, coding, social choice and decision-making, geometrical ideas,

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

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

New Testament

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

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

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

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

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

NT 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, 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. (3)

PH 210 History of Western Thought I. This course traces the development of Western ideas from ancient Greece to the 16th century. Special attention will be paid to major developments within, and the evolving relationship between, philosophy and theology, as well as their broader impact upon history, art, science, and culture. Prerequisite: ID 101. Same as IDP 210. (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 101. (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 101. (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 101. (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 101. (3)

PH 310 History of Western Thought II. This course traces the development of Western ideas from the 16th to the 21st century. Special attention will be paid to major developments within, and the evolving relationship between, philosophy and theology, as well as their broader impact upon history, art, science, and culture. Prerequisite: ID 101. Same as IDP 310. (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 101. (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 Christianity; the relevance of philosophy of science; prominent historical and legal conflicts; key issues in cosmology (e.g. big bang; age of the universe) and biology (e.g. chemical and biological evolution); different paradigms of biblical interpretation; and controversies over creationism, evolutionism, and Intelligent Design. Same as AP 316 and IDP 316. (3)

PH 338 Thomas Aquinas. A seminar on the theology of the medieval theologian Thomas Aquinas. The class will study his writings, theology, and relevance for current theological reflection and Christian conviction. Same as AP 338 and TH 338. (3)

PH 399 Special Issues in Philosophy. A focused faculty-guided study of a given period in the history of philosophy, a specific thinker, or a prominent contemporary issue pertaining to truth and knowledge, metaphysics, moral philosophy, philosophy of science, aesthetics, etc. May be repeated. (1-3)

PH 482 Ethics. A survey and critical examination of various philosophical and theological approaches to ethics. Attention is typically given to relativism, egoism, 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 101. Same as AP 482 and 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). Specific attention is given to the claims and criticisms of Christianity on the nature of God, the identity of Christ, and the nature of Scripture. Prerequisite: LA 101. Same as: AP 487. (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 in Preaching. 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. Internship can range from 1-6 hours and may be repeated for a maximum of 6 hours. Prerequisite: PR 400 Orientation to Internship. (1-6)

PR 415 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 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 343 Educational Psychology. A current and comprehensive overview of research and theory related to human learning, this course emphasizes major concepts of learning theory and also covers relevant motivational and developmental theories. This course also underscores the relationship between theory, research, and practice. The purpose of this course is to acquaint students with the general concepts of learning theory, to review and understand theories of learning, to provide students with the opportunity to engage in critical analysis of theories through class discussion and assignments, and to give students opportunities to consider and apply theories of learning when designing and interpreting instructional practice. (3)

PS 349 Lifespan Developmental Psychology. An investigation of the growth and development of persons, examining the developmental theories of Erickson, Piaget, Kohlberg, and others from a Christian perspective. Same as SS 349. Prerequisite: SS 171. IAI Code S6 902. (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 influence how we treat them. Prerequisite: SS 171. (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 suicidality. 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 Addictions. This course is designed to provide students with the knowledge and basic skills to recognize and understand the dynamics of addiction 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 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 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)

PS 465 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 480 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)

Science

SC 112 Nutrition and Wellness. This course provides an introduction to the basic principles of nutrition and wellness with an emphasis on the utilization of nutrients for growth and health throughout life. Topics include the role culture plays in food choices, the relationship between nutrition and disease, and the tools used for nutrition assessment. (3)

SC 150 Human Biology (Lecture only). An introduction to basic principles of biology, focused on humans as biological creatures. Topics include cell and tissue structure, human structure and function, human genetics and heredity, molecular biology and its uses in biotechnology, evolution and the origin of life, and ecology and the impact of humans on the environment. Students will develop skills in data analysis and the use of data in decision making through examination of contemporary issues. IAI Code L1 904. (3)

SC 151 Human Biology (Lecture and Lab). A 4 credit combined lecture and laboratory course providing an introduction to basic principles of biology, focused on

humans as biological creatures. Topics include cell and tissue structure, human structure and function, human genetics and hereditary, molecular biology and its uses in biotechnology, evolution and origin of life, and ecology and the impact of humans on the environment. Students will develop skills in data analysis and the use of data in decision making through examination of contemporary issues. (4)

SC 155 Animal Biology (Lecture only). A survey of how organisms carry out the biological processes necessary for life with emphasis on the challenges faced in different environments and how organisms are designed to meet these challenges. The development of scientific ideas and current issues in biology will also be discussed. IAI Code L1 902. (3)

SC 157 Chemistry and Society (Lecture only). A survey of major concepts in inorganic and organic chemistry with emphasis on how these concepts apply to daily life. Topics include electrochemistry, thermodynamics, nuclear chemistry, and other subjects of interest. The development of scientific ideas and current issues in chemistry will also be discussed. IAI Code P1 902. (3)

SC 159 Chemistry and Society (Lecture and Lab). A 4 credit combined lecture and laboratory course providing a survey of major concepts in inorganic and organic chemistry with emphasis on how these concepts apply to daily life. Topics include electrochemistry, thermodynamics, nuclear chemistry, and other subjects of interest. The development of scientific ideas and current issues in chemistry will also be discussed. (4)

SC 175 Animal Biology (Lecture and Lab). A 4 credit combined lecture and laboratory course providing a survey of how organisms carry out the biological processes necessary for life with emphasis on the challenges. The development of scientific ideas and current issues in biology will also be discussed. (3)

SC 241 Weather and Climate. This course explores the basic understanding of the processes that produce our weather and climate. In addition to studying the elements of weather and climate – temperature, moisture, pressure, and wind – the course examines the causes for day-to-day weather changes, the nature of violent storms such as tornadoes and hurricanes, and surveys world climatic patterns. A study of air pollution and human impact on urban and global climates, as well as natural and unnatural causes of climate change are also included. (3)

SC 257 Physical Science. (Lecture only). 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. IAI Code P9 900. (3)

SC 258 Physical Science. (Lecture and Lab). A 4 credit combined lecture and laboratory course providing 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. Students perform hands on experiments that reinforce concepts covered in the lecture portion of the course. (4)

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. (3)

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 TH 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 in Spiritual Formation. 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. Internship can range from 1-6 hours and may be repeated for a maximum of 6 hours. Prerequisites: SF 400 Orientation to Internship. (1-6)

SF 445 Spiritual Direction and the Care of 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: Must be a Junior or Senior. (3) *(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. (3)

Social Sciences

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

SS 171 Principles of Psychology. An introductory course designed to acquaint the student with the most important principles of behavior and mental life. IAI Code S6 900. (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. (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.) IAI Code S5 900. (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)

SS 349 Lifespan Developmental Psychology.

An investigation of the growth and development of persons, examining the developmental theories of Erikson, Piaget, Kohlberg, and others from a Christian perspective. Same as PS 349. Prerequisite: SS 171. IAI Code S6 902. (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 338 Thomas Aquinas. A seminar on the theology of the medieval theologian Thomas Aquinas. The class will study his writings, theology, and relevance for current theological reflection and Christian conviction. Same as AP 338 and PH 338. (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 365 Religious Sects and Cults. An examination of the history, theology, and influence of religious groups whose beliefs or practices notably differ from historic Christianity (e.g. Jehovah's Witness, Church of Jesus Christ of Latter Day Saints (Mormons), Christian Science, New Age, Scientology, Wicca, Baha'i). Same as AP 365. Prerequisite: Junior standing or instructor approval. (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 367 Theological Foundations for Christian Belief.

A comparative survey of different theological and philosophical justifications for Christian belief (e.g., classical, evidential, existential, reformed epistemology, presuppositional, postmodernist, cumulative case) with

emphasis given to respective advocates for these approaches. Same as: AP 367.

TH 399 Special Issues in Theology. A focused faculty-guided study of a given period in the history of theology, a specific thinker, or a prominent contemporary issue like open theism, inclusivism/exclusivism, the nature of Scripture, sexual identity, the historicity of Adam and Eve, etc. May be repeated. (1-3)

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

TH 466 Doctrine of Christ. "Who is Jesus Christ?" is the central question of the world's and each person's history. This class will study the Church's past and present understandings of the Person of the Christ. It will do so through an examination of 1) Scripture, 2) key points in the Church's history, and 3) the affirmation and worship of Jesus in the world's various cultures today. (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, 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 101. Same as AP 482 and PH 482. (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)

US 399 Extended Studies. Continued registration for students completing dual enrollment programs. (Pass/No-pass) (0)

Worship Ministry

(see page 29 for Private 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 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 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 worshipping community as well as learn to develop contextually appropriate ways to share the Lord's Supper in gathered worship of the local church. (2)

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

WM 401 Orientation to Internship. An introduction to and preparation for the internship experience and life-

related skills for all juniors two semester prior to the planned internship. (0)

WM 402 Internship in Worship Ministry. A senior-level 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. Internship can range from 1-6 hours and may be repeated for a maximum of 6 hours. Prerequisites: WM 401 Orientation to Internship and the approval of the program director and the student's faculty mentor. (1-6)

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. (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: Students taking private lessons from a member of the worship faculty may register for credit or audit, also subject to the following conditions. Students not enrolled as Worship Ministry majors or Music minors may apply a maximum of 4 hours of Chorale, Small Vocal Ensemble, and/or private lessons toward their degree as open electives. These hours will be calculated in the grade point average. After accumulating 4 hours of credit in Chorale, Small Vocal Ensemble, and/or private lessons, these students may choose to audit rather than receive credit and will be charged the applicable tuition rates. Auditors have the same attendance and performance responsibilities as those who registered for credit. Worship Ministry majors and Music minors, after receiving the Chorale, Small Vocal Ensemble, and/or private lessons credits required by their degree programs, may also choose to audit rather than receive credit and will be charged their applicable tuition rates.

Youth and Family Ministry

YM 111 Orienteering for Family Ministry Students. An introductory course that will orient family ministry students for a journey through either the Children and Family Ministry program or the Youth and Family Ministry program, to the various 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. (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 Family 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 ministry programming (for either children's or youth ministry) through careful hermeneutic and exegetical practice. (3)

YM 327 Social Issues for Family Ministry. An understanding of child and adolescent growth and development, 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 330 Crucial Issues in Youth Ministry. This is a course that provides youth ministry networking and the philosophical and practical aspects of youth ministry in a convention or traveling class setting. Credit can be received by participation with an organized Youth Ministry program trip or can be used independently for another convention if approved by the Youth Ministry Professor. There may be a fee added to this course for trip costs. (1-3)

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

YM 372 Intercultural Youth Ministry. A course designed to equip students for long-term children/youth ministry in urban North American contexts as well as international cultural contexts. Holistic ministry models will be presented that deal with issues including: family breakdown, abuse, gangs, drugs, racism, children of war, sex-trafficking, child-labor, street kids, and extreme poverty. (Same as IC 327) (3)

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

YM 401 Orientation to 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) (Although not required, this will be offered for both youth and children ministry students.)

YM 402 Internship in Family Ministry (Youth or Children). 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. Internships can range from 1-6 hours and may be repeated for a maximum of 6 hours. Prerequisite: YM 401 Orientation to Internship. (1-6) (Although not required, this will be offered for both youth and children ministry students.)

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

YM 480 Mathetes: 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 to the Academic Dean, who may consult with the Vice President of Academics. Such appeals over academic decisions may include disputes over assigned grades, other individual faculty decisions and requirements, or institutional requirements and decisions. When the matter involves the decision of a faculty member, the student is encouraged to discuss the matter first with that faculty member, whenever possible, before making any appeal. 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. The Academic Dean, who may consult with the Vice President of Academics, will decide the appeal, in as timely a manner as possible, after processing all relevant information. If the faculty member in question also happens to be the Academic Dean, the appeal will be reviewed by the Vice President of Academics. Appeals to change a course grade must be made within 30 days of the official issuance of that grade by the Registrar's Office. The Academic Dean will maintain a file of all formal student appeals submitted to his or her 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).

A student's first violation of this policy may receive no penalty beyond that imposed by the course instructor. A second violation will result in the student being placed on academic probation under conditions to be specified by the Academic Dean in addition to any

penalties imposed by the course instructor. A third violation will result in immediate dismissal from the University.

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.

Turnitin Policy

Turnitin is an educational tool that helps students determine if a violation of the university's Academic Integrity Policy has occurred and to assist them with correct grammar usage. Use of this software allows students to learn from mistakes and to correct them before final submission of an assignment. It also helps faculty ensure that all students are treated fairly and equally in the grading process. The software compares student submissions with online sources and a worldwide repository of papers in order to generate a similarity report. The similarity report is not verification that the student has committed plagiarism, only an initial comparison of documents. The software also scans a document for correct grammar and notifies students and professors of potential errors. Students retain copyright to any work submitted to Turnitin. Students agree that in taking courses, certain assignments may be subject to submission to Turnitin for similarity detection and grammatical analysis.

When utilizing Turnitin, the professor's responsibility includes:

- Informing students which submissions will be subject to Turnitin review and which of those submissions will be stored in either the institutional or global repository (submissions do not have to be stored in the repository.)
- Requiring students not to include identifying information on submissions that will be stored in either the institutional or global repository in compliance with FERPA.
- Denying requests from Turnitin to release a paper to other faculty members at LCU or another university for purposes of direct comparison in compliance with FERPA.

- Not requiring submission to the repository for student assignments that include a high amount of identifying information (e.g., certain reflection papers and autobiographically oriented work) or work that may be used for later publication.
- Informing students that multiple submissions to Turnitin for the same assignment can be made (recommended.)
- Determining if plagiarism and/or grammatical errors have actually been committed.
- Following the University's Academic Integrity Policy and any other policies stated in the course syllabus when a violation has occurred.

When utilizing Turnitin, the student's responsibility includes:

- Remove any identifying information from any submissions that will be added to either the institutional or global repository (names in headers and footers or on title pages, email address, phone number, etc.)
- Agreeing to the terms of usage for Turnitin for each submission.
- Determining if plagiarism and/or grammatical errors have been committed based on the similarity report, grammatical analysis, and consultation with the professor.

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, and socially. 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. Students generally have several opportunities for individual

meetings throughout each semester for such purposes as discussing personal goals for the next semester and academic progress.

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., for semester long courses, four absences in a 3-hour course that meets twice a week or six absences in a 3-hour course that meets three times a week). 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 grade 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.

Pursuant to Section 1018 of the Veterans Benefits Act of 2020 (Public Law 116-315), the university accommodates short absence for services in the Armed Forces, including reserve components and the National Guard. If such absences cause students to exceed the total number of absences permitted by the university's attendance policy stated above, such situations will be resolved via written appeal to the Undergraduate Academic Dean who will consult with the student and the relevant faculty to determine an accommodation plan appropriate for the length of the absence, the nature of the material missed and USDE expectations for the amount of student work required per credit hour to be earned.

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 and the Vice President of academics. 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 at the time the catalog is published. This allows for a more manageable implementation process. This current catalog is effective August 22, 2022. 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

Students changing from one major to another should secure a Change of Major 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.

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.

Credit for Prior Learning (CPL)

Students 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). No more than 30 hours may be awarded through a combination of Credit for Prior Learning, Vocational Credit and Proficiency Exams (see "Proficiency Exam" 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 application fee is \$50 per credit hour. The receipt of the credit applied for is not automatic, but is based upon an evaluation of the student's learning by a faculty member in that field.

Degree Audit

The Registrar's Office maintains official copies of student academic records, including official transcripts and degree audits, which show ongoing progress 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 40), 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 Student Services Office, 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, 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.

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.

Education 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	3.0
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.

Graduation Requirements

Students are approved for graduation by the Registrar upon the recommendation of the administration and faculty under the authority of the Board of Trustees. In order to be approved for graduation, students must meet the following requirements:

- 1) Completion of all academic requirements for the degree, with a cumulative grade point average of at least 2.0.
- 2) Completion of a "Declaration of Intent to Graduate" form (available on the Student Resources page). Due dates include December 1 (May graduation), July 1 (August graduation), and October 1 (December graduation). Late submissions incur a \$25 late fee. Even if course requirements are completed by the

graduation date, no forms will be accepted past June 1 (May graduation), September 15 (August graduation), and January 31 (December graduation).

Students who have not met all these requirements will not be approved for graduation, nor will they be allowed to participate in the Commencement service. Exceptions for attending commencement are granted only in rare circumstances and only upon written appeal to the Academic Dean (see also Academic Appeals on page 32). Those unable to attend the Commencement service because of distance or other circumstances must indicate on the Intent to Graduate Form they wish to graduate in absentia. Students who have not met all financial obligations to the University will not be permitted to participate in Commencement nor granted a diploma or transcript. The University holds public Commencement services only in May, though it grants degrees in May, August, and December.

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.
- **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.

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 (e.g., 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 housing 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 Services Office. A student may not withdraw more than two weeks before he or she is required to report for active military duty.

If a student leaves the institution due to being called to active duty, and is not enrolled for one year or more, the student will be readmitted at the institution as long as he or she left in good academic standing.

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.

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 87).

(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.

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 .70 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 and/or administrators in deciding whether to grant the appeal.

Proficiency Exams

The University makes three types of proficiency exams available: 1) exams offered externally through the College Board's CLEP (College-Level Examination Program), 2) courses offered externally through The College Board's AP (Advanced Placement) program, and 3) examinations offered internally for worship courses. All proficiency credit must be completed before the beginning of the student's final semester. These options are described below.

- 1) 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 101
History and Social Sciences			
American Government	50	3	SS 263
Introductory Psychology	50	3	SS 171
Introductory Sociology	50	3	SS 164
U.S. History I: Early Colonization to 1877	50	3	HI 176
Science and Mathematics			
Biology	50	3	SC 155
Calculus	50	3	MA 197
Chemistry	50	3	SC 157
College Mathematics	50	3	MA 197

2) 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:

Advanced Placement Exam	Minimum Score	Accepted for:
Biology	3	SC 155
Calculus AB	3	MA 197
Calculus BC	3	MA 197
Statistics	3	MA 295
Chemistry	3	SC 157
U.S. Government and Politics	3	SS 263
Human Geography	3	SS 223
U.S. History	3	HI 176
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. LCU will also accept CLEP and AP examinations in other subjects for open elective credits, up to the amount permitted by the student's program. Students must receive a minimum score of 50 on a CLEP examination and 3 on an AP examination to receive open elective credit. Students who wish to receive open elective credit for CLEP or AP examinations should make formal application through the Registrar's Office.

No more than 30 hours may be awarded through a combination of Credit for Prior Learning, Vocational Credit, and the above proficiency exams.

Note:

It is possible that proficiency credit granted at LCU may not be recognized at other colleges and universities. Students planning to transfer should determine ahead of time whether proficiency credit will be recognized.

Repeated Courses

Students may repeat a class they have failed or passed with a low grade. For a failed course passed in a subsequent retake, the previous F(s) will be replaced with an FX. Therefore, only the higher grade will count towards the cumulative GPA. For a passed course which was also passed in a subsequent retake, only the most recent grade will count towards the cumulative GPA whether it is higher or lower than the previous attempt(s). For a passed course failed in a subsequent retake, both grades count towards the cumulative GPA. Grades will only be replaced for students taking identical courses at LCU. Different LCU courses or transfer courses do not result in replaced grades.

Residency Requirements

At least 30 hours of any Bachelor of Arts degree program 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 Policies" on page 44). 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.

Students with Disabilities

The University accepts students who meet its admission requirements without regard to disability. Reasonable accommodations are provided for all students with disabilities who self-disclose that information sufficiently in advance and who provide official documentation of the disability.

Time Limitations

International students who have never been on probation or dismissed, need an extension due to failed courses, and do not qualify under other criteria (e.g., medical) may request a one-year extension of their I-20 if they have a plan to finish in that time period and have not failed the same course more than once.

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 business 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 \$7.50 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.

Transfer Courses after Enrollment

For students currently enrolled at LCU, all transfer credit replacing courses in the major must be pre-approved by the student's adviser and program director. All other transfer credit must be pre-approved by the academic adviser and the registrar. Transfer courses are approved for good academic reasons (e.g., something LCU does not offer that will further a student's vocation, the course is not offered and could not have been taken another semester). Appeals for transfer credit based on financial exigencies may be reviewed by the Academic Dean, the Director of Financial Aid, and Fiscal Services. Official transcripts for all non-LCU courses must be delivered to the Office of the Registrar by January 31 for May graduation (June 30 for August graduation and September 30 for December graduation). This means no transfer courses may be taken in a student's final semester.

Transfer of Credit

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 the final grade of at least C)
- Classes are at a comparable level (i.e., freshman level class is not comparable to a senior level class)
- They fulfill requirements for the student's chosen program at LCU
- They meet any applicable residency requirements

All transfer of credit decisions are made by the Registrar's Office using the above criteria. The Registrar may consult with various faculty 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 believe 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.

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. various types of ministry). 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 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 Director of Student Services, the Academic Dean, or the Registrar. Once classes have begun, the withdrawal form can be obtained from the Student Services 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 “Withdrawing from a Course” (see page 44).

Withdrawal/Incomplete 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 (2022-2023)

Tuition (per credit hour)	\$494.00
Tuition (per audit hour)	\$50.00
Music Lessons (both for credit and audit)	\$494.00
Apartment/Housing – Individual Student	
1 bedroom w/ roommate	\$1,750.00 (Fall 2022)
2/3 bedroom single w/ roommate	\$2,250.00 (Fall 2022)
1 bedroom single	\$2,750.00 (Fall 2022)
Apartment/Housing – Family/Couple	
1 bedroom	\$2,750.00 (Fall 2022)
2 bedroom	\$3,100.00 (Fall 2022)
3 bedroom	\$3,500.00 (Fall 2022)
Housing Deposit	\$200 (one-time fee)
Graduation Fee (diploma)	\$50.00 (\$10.00 for certificate)
Change of Major	\$10.00
Change of Schedule	\$10.00
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)	\$7.50
Transcript Copy (overnight)	\$35.00
Transcription Fees (AP, CLEP, etc.)	\$50.00 per hour
Independent Study Fee (per credit hour)	\$100.00
Music Lesson Fee (per credit hour)	\$50.00
International Student Insurance (per school year)	\$500-\$1000 (depending on age)
CPL 101	\$150.00
SC 159 NET	\$25 Lab kit
SC 175 NET	\$25 Lab kit
US 098 Orientation to LCU	\$100.00
International Student Activity Fee	\$300 one-time charge
LEAP	50% discount per credit hour
On-Campus Science Lab Fee	\$5.00
Technology Fee	\$50 per semester

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

- 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 12 hours or more typically cost \$300 or more for textbooks.

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. It is a free service available to everyone.

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 and fees.

- If withdrawal is prior to the first regularly scheduled class day, all tuition and fees 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.
- If withdrawal is after the 14th calendar day, a student will receive a pro-rata refund of tuition 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.
- LCU will return any unearned federal aid in this order: Federal Unsubsidized Loan, Federal Subsidized Loan, Federal Direct PLUS, Federal Pell Grant, and then FSEOG.

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 midway through the spring semester 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 30days of the final day of the course.

Financial Aid

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

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 studentaid.gov.

Grants

Federal Pell Grant

The Federal Pell Grant is awarded to students 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. 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 October 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 – 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.
- 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 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 \$6,000
- Based on high school GPA through the junior year and SAT, ACT, or CLT scores
- Renewable based on 2.75 cumulative college GPA
- Award notification begins October 15
- Full-time 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 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 enrollment required

Other Scholarships/Grants**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 \$500 for a full-time student
- LCU will match up to \$250 for a part-time student
- Deadline for Church Matching Scholarship application is June 15

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 apartments
- 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 2022-23 is \$1,482
- 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) or to independent students working in full-time Christian service
- \$1,000 annual award towards full-time enrollment. LCU apartment residency required
- \$500 annual award towards off-campus/full-time enrollment
- Verification of work in the Christian service field in the form of affidavits or pay stubs, 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

Veterans Scholarship

Awarded to veterans whose tuition is not covered by other veteran's education benefits

- \$100 per credit hour tuition award
- Must verify veteran status, such as Form DD 214, a military ID card, VA issued ID card for Healthcare, veterans designation on driver's license or state veterans ID card.

Red Lions Community Scholarship

- This is a need-based scholarship, awarded only after other institutional scholarship/award opportunities have been exhausted
- This scholarship is determined by the Financial Aid office on an as-needed basis

Student Employment

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

Student Ministries

There are numerous ministry opportunities for LCU students within driving distance of our Lincoln, IL

campus, and in churches and parachurch ministries throughout the Midwest and across the country. Many students currently serve churches in various positions, and LCU's Advancement and Alumni Office (which includes Church Ministries staff) is regularly in contact with churches seeking full-time and part-time ministry staff. Interested students can contact Advancement and Alumni to begin the process of connect with a ministry, and a listing of open ministry positions is available on the LCU website under "Churches."

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 and the Endowed Scholarship program.

Maximum Award Policy

LCU Scholarships can be used for tuition costs only, except for the Endowed Scholarship program. If tuition is lower than the LCU Scholarships awarded, then the scholarship will be reduced. Any outside tuition only scholarships will be considered first, e.g. the Illinois MAP grant.

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. 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.

Satisfactory Academic Progress

Federal regulations require that financial aid recipients make academic progress to be eligible for federal and state financial aid. Some institutional scholarships also have academic renewal policies. To ensure students 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

Students must maintain a minimum cumulative GPA (no rounding) which is based on credits earned at Lincoln Christian University and hours transferred from other colleges/universities according to the following sliding scale.

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 66.5% of the total hours attempted to be considered eligible for financial aid. Undergraduate and graduate credits cannot be commingled unless the student has been approved for the MA in Organizational Leadership provision.

Credit hours attempted include completed credits, incompletes, withdrawals (W or WF), repeated or failed classes and transfer hours. The maximum number of credits allowed for a subsequent degree excludes the credits from any previous degree earned at Lincoln Christian University.

The completion rate and GPA for students who are readmitted under the "Fresh Start" policy is calculated beginning with the credit hours attempted during the term for which the student was readmitted.

Maximum Time Frame Requirement

Financial aid eligibility is terminated at the point when the total hours attempted equals 150% of the total degree hours (i.e. 120 hours required x 150% = 180 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. If the appeal is granted, a student will be on financial aid probation and will be granted one additional semester of financial aid unless satisfactory academic progress is re-established or the student has successfully followed the academic plan.

Students on financial aid suspension will not receive any form of federal or state financial aid. Some LCU financial aid will be terminated as well. Financial aid eligibility may be reinstated when all requirements of SAP are met.

Remedial Coursework will be included in both the minimum cumulative grade point average and the minimum credit completion requirement.

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

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.

Veterans Benefits

LCU will not take any of the four following actions toward any student using U.S. Department of Veterans Affairs (VA) Post 9/11 G.I. Bill® (Ch. 33) or Vocational Rehabilitation and Employment (Ch. 31) benefits, while their payment from the United States Department of Veterans Affairs is pending is pending to the educational institution:

- Prevent their enrollment;
- Assess a late penalty fee to;
- Require they secure alternative or additional funding;
- Deny their access to any resources (access to classes, libraries or other institutional facilities) available to other students who have satisfied their tuition and fee bills to the institution.

However, to qualify for this provision, such students may be required to:

- Produce the VA's Certificate of Eligibility by the first day of class;
- Provide written request to be certified;
- Provide additional information needed to properly certify the enrollment as described in other institutional policies (see our VA School Certifying Official for all requirements).

ENROLLMENT PROCEDURES

www.LincolnChristian.edu/enrollment
 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.

In evaluating student credentials, Enrollment Services strives to determine the student's fit to our mission and their potential for success as a member of LCU's academic community. This decision is based primarily upon the application materials submitted, though other available information from public sources, references, background checks (if required), etc., may also be used. Decisions to admit or deny an application will be made based upon this evaluation.

Application Process

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

Application materials should be completed as early as possible, though no more than 12 months before the anticipated enrollment date. Applications should be made by August 1 for fall enrollment and December 15 for spring enrollment. Applications received after these deadlines may be deferred to the next term of enrollment.

The following materials 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. This form is also available online.
3. Official transcript(s) of all credits earned in high school. If multiple high schools have been attended, a transcript from the final school showing graduation is adequate. Note: an initial admission decision may be made based upon an incomplete high school transcript, but a subsequent official transcript showing graduation must be provided. Note: Students who have earned 24 semester credit hours or more from an accredited institution of higher education may have their high school transcript waived at LCU's discretion.
4. Official transcript(s) of all credits earned from any college or university attended. (If more than one institution has been attended, each school's transcript is required.)
5. A reference/recommendation form is required for admission. Note: family members may not serve as references.
 - Additional references may be required at the discretion of the admission committee.
6. 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 must be from tests taken within the prior three years and the scores should be sent directly to Lincoln Christian University.
 - The minimum required scores are as follows: TOEFL score: TOEFL = 71 (or its equivalent for non-internet exam takers), IELTS = 6. LCU's TOEFL code is 1405.
 - The language testing requirement may be waived at LCU's discretion for students who have:
 - Completed an entire post-secondary degree from an institution in an Approved Country where English was the language of instruction;

- Completed 24 semester hours of collegiate credit (excluding language training, remedial, and vocational credit) with a grade point average of 2.75 or better, from an accredited institution in an Approved Country where English is the language of instruction; or
- Completed a high school diploma or its equivalent from an institution in an Approved Country where English was the language of instruction.
- Approved Countries are: Australia, Canada, Ireland, New Zealand, the United Kingdom, and the United States.

When all required admission materials are on file, the admission committee will review the materials and notify the applicant in writing of its decision. 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 typically beginning August 15 for the following fall term of entry.
- All application materials are kept on file for one year and become the 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 for enrollment for the academic semester one year following the one for which they were denied admission (e.g., if denied for Spring 2017, the earliest semester they could see enrollment in would be Spring 2018). In this circumstance, re-application must be made no earlier than nine months following the denial and include a statement addressing what the applicant has done since the original denial.
- An appeal of an admission decision can be made in writing to the Vice President of Academics. 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 Conditional Admission

Applicants to LCU may be admitted on a provisional basis if, for example, some admission material cannot yet be provided in a final, official form (such as an official transcript showing completion of a high school diploma).

Applicants to LCU may be admitted conditionally if it is known that upon enrollment they will not have met the requirements for regular admission and/or if it appears they could benefit from additional assistance to increase the likelihood of student success. Conditional admission may take the form of restrictions on course work, the completion of certain college preparatory classes as part of their curriculum, structured mentoring, or other action that LCU believes necessary to aid in student success.

Additionally:

Any applicant who has a cumulative GPA lower than a 2.0 in the last five years will be considered for admittance on probation. A minimum 2.0 GPA at the conclusion of the first semester, or the approval of the Undergraduate Academic Dean, is required in order to remain enrolled.

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.

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.

Submission Dates

- For international applicants, applications should be completed for fall by June 1.
- For spring, applications should be completed by November 1. The regular admission deadline for fall is June 1. Applications submitted after these dates may be delayed.

Admission Materials

- In addition to the ordinary admission materials required for all undergraduate applicants, international students need to provide:
 - Academic transcripts in their original language along with an official certified translation in English if the original transcript is not in English.
 - Any college/university work completed outside of the United States must be submitted to an LCU approved agency for certification and evaluation. A comprehensive course by course evaluation is required for undergraduate work; a document-by-document evaluation is sufficient for graduate work. Note that a transcript evaluation is not required for certain LCU approved institutions. A list of these institutions

is available, upon request, from either the Registrar's Office or the Enrollment Office.

- Approved agencies include, but are not limited to:
 - World Education Services (www.wes.org)
 - Educational Credential Evaluators, Inc. (www.ece.org)
 - Josef Sliny & Associates (www.jsliny.com)
 Please contact the Director of 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: 71 (or its equivalent for non-internet exam takers), IELTS = 6.0. LCU's TOEFL code is 1405. 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.
- The language testing requirement may also be waived at LCU's discretion for students who have:
 - Completed an entire post-secondary degree from an institution in an Approved Country where English was the language of instruction;
 - Completed 24 semester hours of collegiate credit (excluding language training, remedial, and vocational credit) with a grade point average of 2.75 or better, from an accredited institution in an Approved Country where English is the language of instruction; or
 - Completed a high school diploma or its equivalent from an institution in an Approved Country where English was the language of instruction.

- Approved countries are: Australia, Canada, Ireland, New Zealand, the United Kingdom, and the United States.
- 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 their sending school to complete the transfer student information form and provide a copy of your current I-20 and I-94 documents.

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. The \$2000 deposit will be applied to any outstanding bills owed to the school if a student wishes to transfer or leave after one full semester, or refunded if the student is already paid in full to that point. All but \$300 of this deposit may be refunded after an I-20 has been issued if a student is denied a visa.

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 GPA on a 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. All additional hours are billed at the usual rate. Dual enrollment students are additionally limited to no more than six credits per semester. LEAP courses are offered in the fall and spring semesters. 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 be required. In such cases, the criminal history check will be done at the applicant's expense. Admission decisions for applicants with criminal histories showing felonies or crimes of violence will be made by a committee consisting of the Vice President Academics, Undergraduate Academic Dean, and Director of Enrollment.

General Equivalency Diploma (GED)

Applicants who have not graduated from high school may apply on the basis of GED completion. For GED tests administrated since 2014, a minimum score of 145 and an average score of 580 on each of the four tests is required.

For GED tests administrated between 2002 and 2013, a score of 410 or above on each of the five tests in the battery and an average score of 450 on the five tests is required. For GED tests administrated between 1988-2001, a score of 40 or above on each of the five tests in the battery and an average score of 45 on the five tests is required.

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 see page 38 for more about Proficiency credit or Advanced Placement.

Military Veterans

Military veterans who qualify for education benefits should obtain the necessary certification of eligibility for training online at www.va.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.

LCU will not take any of the four following actions toward any student using U.S. Department of Veterans Affairs (VA) Post 9/11 G.I. Bill® (Ch. 33) or Vocational Rehabilitation and Employment (Ch. 31) benefits, while

their payment from the United States Department of Veterans Affairs is pending to the educational institution:

- Prevent their enrollment;
- Assess a late penalty fee to;
- Require they secure alternative or additional funding;
- Deny their access to any resources (access to classes, libraries, or other institutional facilities) available to other students who have satisfied their tuition and fee bills to the institution.

However, to qualify for this provision, such students may be required to:

- Produce the VA's Certificate of Eligibility by the first day of class;
- Provide written request to be certified;
- Provide additional information needed to properly certify the enrollment as described in other institutional policies (see our VA School Certifying Official for all requirements).

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 Services, health services, academic, or student account holds. These should be resolved before re-enrollment. The Student Services, 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.

Health and Housing

Admitted students will receive housing and health forms if applicable (e.g. students enrolled in online programs and not planning to live in on-campus apartments 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 apartment in good condition.

Any student living 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.

ADMINISTRATION & FACULTY

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 2022-23 academic year are:

Susan Albers	Indianapolis, IN	Senior Living Administrator
Brett Anderson	Champaign, IL	Financial Advisor and Portfolio Manager
Jennifer Armstrong	Bloomington, IL	Insurance and Financial Services Leader
Darryl Bolen	St. Charles, MO	Retired Minister
Gene Harker, PhD	Physician	Whitestown, IN
Silas McCormick, JD, PhD	Sherman, IL	LCU President
Pat McDonald	Wentzville, MO	Retired Consultant
Tamsen Murray, PhD	Oklahoma City, OK	Professor and Higher Education Administrator, Board Chair
Dan Veselsky	Whitestown, IN	Corporate Managing Director
Erica Vinson	Effingham, IL	People Officer and Coach

Administration

President	Dr. Silas McCormick, JD, PhD
Vice President of Academics; Dean of Lincoln Christian Seminary	Dr. Melinda Thompson, MAR, PhD
Vice President of Alumni & Advancement	Brady Cremeens, MA
Vice President of Operations	Danielle Fields, MBA, EdD
Acting Undergraduate Academic Dean; Acting Dean of the Faculty	Dr. Brian E. Messner, PhD

Staff

For a complete list of the staff at Lincoln Christian University, visit our website.

University Faculty

KIM BALDWIN (Seminary)

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

STEVEN D. CONE (Seminary)

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

FRANK E. DICKEN (Seminary)

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

JAMES RILEY ESTEP JR. (Seminary)

Dean, Lincoln Christian Institute
Professor of Christian Education
BA, Cincinnati Bible College
MA, MA, MDiv, Cincinnati Bible Seminary
DMin, Southern Baptist Theological Seminary
PhD, Trinity Evangelical Divinity School

DON GREEN (Seminary)

President Emeritus, Professor of Leadership Studies
AB, Lincoln Christian College
MDiv, Lincoln Christian Seminary
DMin, Trinity Evangelical Divinity School

DENISE HOUSER (Seminary)

Assistant Professor of Clinical Mental Health Counseling
BA, BS, Geneva College
MA, Central Washington University
MA, Geneva College
PhD, Regent 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

Professor of MA in Spiritual Formation
AB, Lincoln Christian College
MA, MDiv Lincoln Christian Seminary
MA, Friends University
DMin, Dallas Theological Seminary

BRIAN LOWERY

Assistant Professor of Preaching
BA, Lincoln Christian University
MDiv, Lincoln Christian Seminary

JONATHAN LYONHART

Assistant Professor of Theology and Philosophy
BTh, Ozark Christian College
MA, Regent College
MPhil, University of Cambridge
PhD, University of Cambridge

MARK MANGANO

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

SILAS L. McCORMICK

President
Assistant Professor of Law and Government
BA, Lincoln Christian College
EdM, University of Illinois at Urbana-Champaign
PhD, University of Illinois at Urbana-Champaign
JD, Ohio State University

BRIAN E. MESSNER

Acting Undergraduate Academic Dean
Acting Dean of the Faculty
Professor of History and Interdisciplinary Studies
BA, Kalamazoo College
MA, University of Chicago
PhD, University of Chicago

RONDEL RAMSEY

Professor of Youth Ministry
 BA, Johnson Bible College
 MA, Johnson Bible College
 DMin, Lincoln Christian Seminary

CHUCK SACKETT (Seminary)

Professor of Preaching
 BA, Boise Bible College
 MDiv, Lincoln Christian Seminary
 DMin, Trinity Evangelical Divinity School

DON SANDERS (Seminary)

Assistant Professor of Christian Ministry
 BA, Saint Louis Christian College
 MA, MRE, Lincoln Christian University
 EdD, The Southern Baptist Theological Seminary

LESLIE STARASTA

Director of Library Services; Professor
 BA, Illinois State University
 MS, University of Illinois

TYLER A. STEWART (Seminary)

Associate Professor of New Testament
 BTh, Ozark Christian College
 MDiv, Lincoln Christian Seminary
 PhD, Marquette University

NOLAN THOMAS (Seminary)

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

MELINDA THOMPSON

Vice President of Academics
 Dean of Lincoln Christian Seminary
 Professor of Old Testament
 BA, Minnesota Bible College
 MAR, Emmanuel School of Religion
 PhD, Luther Seminary

BARNEY WELLS (Seminary)

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

Faculty Emeriti

JAMES D. ALLISON

BSM, Lincoln Christian College
Master of Music, University of Illinois

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. CASTELEIN

AB, Lincoln Christian College
MA, MDiv, Lincoln Christian Seminary
PhD, University of Chicago

JEFFREY COLLEEN

BSM, Lincoln Christian College
MMus, Illinois State University

M. STEVEN COLLINS

BA, Lincoln Christian College
MA, MA, Lincoln Christian Seminary
MDiv, Lincoln Christian Seminary

THOMAS G. EWALD

AB, Lincoln Bible Institute
MA, Lincoln Christian Seminary
MS, Indiana University
MDiv, Lincoln Christian Seminary

SUE JONES

AB, Lincoln Christian College
MA, Pittsburgh State University

ALAN W. KLINE

AB, Lincoln Christian College
MA, Lincoln Christian Seminary

RICHARD KNOPP

BA, St. Louis Christian College
MA, Southern Illinois University at Carbondale
MDiv, Lincoln Christian Seminary
PhD, University of Illinois at Urbana-Champaign

ROBERT MONTS

BA, Lincoln Christian College
MRE, MACM, Lincoln Christian Seminary
DMin, Lincoln Christian Seminary

MICHAEL NICHOLS

AB, Lincoln Christian College
MA, Lincoln Christian Seminary
PhD, Trinity Evangelical Divinity School

NANCY OLSON

BRE, Great Lakes Bible College
MSL, Western Michigan University
MDiv, Lincoln Christian Seminary

ROBERT REA

BA, BTh, Kentucky Christian University
MDiv, Emmanuel School of Religion
PhD, St. Louis University

LARRY D. ROBERTS

BS, Illinois State University
MACM, Lincoln Christian University
MDiv, Lincoln Christian University

JANIS A. RUTLEDGE

BS, Eastern Illinois University
MS, Eastern Illinois University
Developmental Education Specialist Certification

JANET SHAW

BA, Greenville College
MAT, Indiana University

PETER A. VERKRUYSE

AB, Lincoln Christian College
MA, MDiv, Lincoln Christian Seminary
MA, PhD, University of Illinois at Urbana-Champaign

ROBERT A. WILSON

AB, Lincoln Bible Institute
AB, Hanover College
MRE, DRE, Southern Baptist Theological Seminary

MIRIAM WINDHAM

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

R. NEAL WINDHAM

BA, Lincoln Christian University
MA, MDiv, Lincoln Christian University
DMin, Azusa Pacific University

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.

2022-2023 ACADEMIC CALENDAR

FALL SEMESTER	2022
Intensive Week #1	Aug. 15 - 19
Full Semester and First 8-week Classes begin (all schools)	Mon., Aug. 22
Last Day for New Student Registration	Aug. 26
Convocation (9:30 a.m.)	Tues., Aug. 23
Labor Day (classes meet; offices open)	Mon., Sept. 5
Last Day to Drop a Semester-long Class (with refund)	Mon., Sept. 5
Without Refund	Mon., Sept. 19
Midterm Grading Period Ends (Residential Undergrad)	Fri., Oct. 14
Fall Break	Oct. 15 - 23
Second 8 Week Session begins	Oct. 24
Spring Registration (all schools)	Oct. 31 – Nov. 22
International Conference on Missions	Nov. 3 - 6; Columbus, OH
Thanksgiving Break (all schools)	Nov. 23 - 27
Final Exams (Residential Undergrad)	Dec. 12-15
Last Day of Semester	Fri., Dec. 16
SPRING SEMESTER	2023
Intensive Week #1	Jan. 2-6
New Student Registration	Sat., Jan 7
Full Semester and First 8-week Classes begin	Mon., Jan. 9
Martin Luther King Day (no classes)	Mon., Jan. 16
Last Day to Drop a Semester Long Class	
With Refund	Mon., Jan. 23
Without Refund	Mon., Feb. 6
Midterm Grading Period Ends (Residential Undergrad)	Fri., March 3
Spring Break	March 4 - 12
Second 8-Week Session	Mon., March 13
Summer and Fall Registration	March 20 – April 14
Easter Break	April 7 - 10
Final Exams	May 1 - 3
Last Day of Semester	Fri., May 5
Commencement	Sat., May 6
SUMMER SCHOOL	2023
Class Sessions	May 8 – Aug. 11
Memorial Day (offices closed)	Mon., May 29

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