



SPRING 2023
UNIVERSITY
CATALOG

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INTRODUCTION

Our Mission

Lincoln Christian University (LCU) 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.

Our priority is the education of our students as part of a lifelong learning process. The educational goal of our undergraduate programs is to prepare servant leaders who know God's word, engage God's word, and pursue God's will for their lives. In every program at every level we are committed to excellence in a holistic model of education that helps students develop intellectually, spiritually, socially, and physically. To that end, our faculty and staff strive to serve not only as instructors and scholars, but as role models and mentors.

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

As a Christian higher education community, we are committed to Christ and his church, locally and globally. Founded in 1944 by Earl Hargrove, a church pastor turned college president; Lincoln Christian has religious roots in the Restoration Movement (sometimes called the Stone-Campbell Movement), a unity movement of independent Christian Churches and Churches of Christ committed to the authority of scripture. While we have our doctrinal distinctives, we welcome all those who share our common concern for Christ's church and God's world. 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 our core values.

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 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.

Our Philosophy of Education

The purpose of a philosophy of education is to clarify educational concepts, strategies, and objectives. At Lincoln Christian University, our particular philosophy of education draws its form and substance from the

shared theological values of the campus community. It is these shared values that give rise to the curriculum and its content. It also gives expression to the covenantal character of this educational community and its commitment to our mission, vision, core values, and basic beliefs (all listed on our website).

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 three key aspects: creational, propositional, and relational.

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

At the heart of our educational philosophy is the reciprocal relationship between the student and the faculty in the teaching-learning process. Students are valued as learners who are integral to our educational and spiritual community. Central to this process is the recognition and acceptance of the diverse nature of learners and the diverse ways in which they learn. This diversity is reflected by age, gender, race, ethnicity, culture, life experience, 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 members also serve as role models, mentors, advisors, encouragers, and partners in learning. It is their commitment to lifelong learning, scholarship, and creativity, the discovery of new knowledge, and ongoing development that creates a vibrant learning community.

The community of teachers and learners strives to strengthen the learning partnership in a variety of ways. LCU employs a variety of educational strategies, both pedagogical and andragogical, to address the

diversity of 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 train learners who know basic ideas, interpretations, and information, and can also critically analyze those as needed, synthesizing them in ways that allow for more informed judgments, so that our students can apply them to new situations and practical problems in our increasingly complex and diverse world. Ultimately, we equip learner-disciples who continue to grow in all areas of their lives in order to contribute not only to the “common good” but to the Kingdom of God.

Our History

Lincoln Christian University was founded in 1944 as Lincoln Bible Institute by Earl C Hargrove as a Bible college associated with independent Christian Churches and Churches of Christ. These churches are part of a “Restoration Movement” begun in the early nineteenth century under the leadership of men such as Barton Stone and Alexander Campbell. The movement they started is based on a plea for unity among God’s people by restoring the essential elements of biblical Christianity. From these humble beginnings the University has grown to include undergraduate, graduate, and Seminary programs.

Established in 1952, the Seminary focuses on preparing students for professional ministry and has conferred more than 1600 degrees toward that goal. A widely-experienced and highly-educated faculty continues a long tradition of leadership in local church ministries and participation in international teaching. In the fall of 2009, the University began offering graduate programs outside the Seminary. The programs contribute to the mission of the University by offering advanced training, based in a biblical worldview, for leadership and service beyond the customary church-related vocations.

Where to Find Us

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.

Student Body

Approximately 300 men and women enroll in the University's graduate and Seminary programs each year. These students come from a variety of backgrounds, with more than half over the age of 30 and most attending part-time. The alumni total more than 1,000 graduates serving in countries all over the world. Nearly 100% of our Seminary graduates in the last decade are still serving in positions of leadership ministry. These positions range from the preaching ministry to military chaplaincy, from pastoral counselors to Bible college professors, and from missionaries to musicians. Alumni of our graduate programs serve around the nation and the world in non-profits and Fortune 500 companies, government, education, healthcare, and vocational and avocational ministries.

Student Life

Students at Lincoln Christian University often balance many demands, including personal, academic, ministerial, and family responsibilities. To help with these many responsibilities, every student is assigned a faculty advisor who meets with the student to assist him or her in meeting educational, vocational, and personal goals.

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.
- 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.

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.

University Accreditation

Higher Learning Commission

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

Seminary Accreditation

Commission on Accrediting of the Association of Theological Schools in the United States and Canada

10 Summit Park Drive
Pittsburgh, PA 15275-1110
Phone: 412-788-6505
Fax: 412-788-6510
www.ats.edu

- The following degree programs are approved:
MDiv, MA in Counseling, MA in Ministry, MA.
- Approved for a comprehensive distance education program.

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.lincolnchristian.edu by clicking on the "Student Life" page and then selecting "Campus Safety" page or by contacting the Director of Academics and Student Services.

ACADEMIC PROGRAMS

Undergraduate Degrees

- **Bachelor of Arts** (120 hours)
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.

Graduate Degrees

- **Master of Arts in Bible and Theology**
(online only)
- **Master of Arts in Organizational Leadership**
(online only)

Seminary Degrees

- **Master of Divinity** (75 hours)
The Master of Divinity (MDiv) is the basic graduate level degree oriented toward ministry.
- **Master of Arts in Counseling** (60 hours)
The Master of Arts in Counseling (MAC) is a specialized degree equipping persons for leadership ministry in the area of clinical mental health counseling.
- **Master of Arts in Ministry** (36 hours)
The MA in Ministry is a professional degree oriented toward preparation for vocational ministry or service in congregations and other settings.
- **Master of Arts** (36 hours)
The Master of Arts (MA) is oriented toward general theological studies. Students may specialize in Biblical Studies, Church History/Historical Theology, Theology, or Philosophy and Apologetics. These degrees serve as a foundation for additional work at the doctoral level.

Specific requirements for these degree programs are listed on the following pages.

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		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* OR 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	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* OR SS 164	3	
TOTAL GEN-ED HOURS IN THE 120-HOUR		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@lincolncristian.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 7)		30
GENERAL EDUCATION CORE (see page 7)		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 rramsey@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 OR CE 306 Teaching Ministry of the Church	3	
SF 260 Christian Spirituality OR WM 383 Biblical Theology of Worship	3	
Choose two 300/400 level electives with the following prefixes: CE, CM, IC, PR, SF, WM, YM OR BL 243 Elementary Greek I and BL 244 Elementary Greek II	6	
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

MA in Bible and Theology (Online)

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

All online courses are seven or eight weeks in length, with two courses offered back to back each term. This format allows busy adults to focus on one course at a time and still complete all requirements in two years. The program includes core and elective courses that provide a broad foundation in Biblical and theological studies at the graduate level. The entire program culminates in a capstone experience resulting in either a research-based paper or field-based project. For more information, please contact the program director, Dr. Barney Wells (bwells@lincolnchristian.edu).

Program Learning Objectives

The MA in Bible and Theology is intended to graduate students who will:

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

Program Requirements

GRADUATE PROGRAM REQUIREMENTS	HRS	HRS
US 500 Orientation to LCU	0	
BIBLE AND THEOLOGY CORE REQUIREMENTS		18*
BT 611 Introduction to Christian Theology	3	
BT 612 Introduction to the Bible	3	
BT 614 Christian Worldview Studies	3	
BT 615 Interpreting the Bible	3	
BT 616 Theological Exegesis	3	
BT 700 Capstone Paper/Project	3	
BIBLE AND THEOLOGY ELECTIVES (all 3 hours)		18*
Students may choose any 6 courses (18 hours) in AP, CH, NT, OT, PH, and TH (see course listings on pages 24-59).		
TOTAL:		36

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

MA in Organizational Leadership (Online)

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

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

The program is offered on a cohort basis, with a new cohort each. Each course is seven weeks in length (except the first one, US 500, which lasts one week), with two courses offered consecutively each term (fall, spring, summer). The program is designed to be completed in five terms or approximately 21 months. The last course is a capstone project integrating leadership theory and practice that addresses all five learning objectives. For more information, contact the program director, Dr. Don Green (dgreen@lincolnchristian.edu).

Program Learning Objectives

The MA in Organizational Leadership is intended to graduate students who will:

1. *Live faithfully* by exhibiting the necessary character and a Christ-like approach to leadership in not-for-profit and for-profit settings.
2. *Think biblically* by understanding and applying the theological and historical foundations of a biblical worldview to their practice of leadership.
3. *Grow intellectually* by learning collaboratively how to integrate contemporary theories of leadership into the practice of leadership.

4. *Improve professionally* by demonstrating such essential competencies for organizational leadership as critical thinking, interpersonal communication, and graduate-level research skills.
5. *Learn continually* by developing an appetite to read widely, to research carefully, and to think deeply in the area of leadership in order to apply what is learned in various organizational settings.

Program Requirements

GRADUATE PROGRAM REQUIREMENTS	HRS	HRS
US 500 Orientation to LCU	0	
ORGANIZATIONAL LEADERSHIP REQUIREMENTS*		30
OL 601 Visions, Values, and Voices in Organizational Leadership	3	
OL 602 Authentic Leadership in Organizational Contexts	3	
OL 603 Foundations for Organizational Leadership	3	
OL 604 Organizational Leadership Development	3	
OL 605 Cultural Expressions of Organizational Leadership	3	
OL 606 Strategic Organizational Leadership	3	
OL 607 Interpersonal Leadership for Organizational Effectiveness	3	
OL 608 Dynamics of Change and Conflict in Organizational Leadership	3	
OL 609 Legal and Ethical Issues in Organizational Leadership	3	
OL 700 Capstone Project in Organizational Leadership	3	
TOTAL:		30

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

BA-MAOL Provision

Undergraduate students may begin the MAOL program during their Senior year and count the credits both toward undergraduate electives and the MAOL degree. This allows the completion of the MAOL in one year following completion of the Bachelor's degree. See the Non-Degree Seeking Students section under Enrollment Procedures on page 82.

Master of Arts in Ministry

The Master of Arts in Ministry is a 36-hour professional degree oriented toward preparation for ministry or service in congregations and other settings. The degree allows students to focus in one of the Seminary's ministry specializations, or to select from a variety of options.

Program Learning Objectives

The Master of Arts in Ministry graduates will:

1. Understand the biblical and theological foundations of ministry.
2. Be able to interpret and apply Scripture.
3. Be able to integrate an awareness and sensitivity to culture into ministry.
4. Possess the necessary skills for designing, implementing and assessing ministry.
5. Grow in personal and spiritual maturity.

Dual Specialization Option:

Students wishing to focus on two areas of ministry skills may declare a dual specialization. Doing so adds 9 credit hours to the degree (3 additional elective courses) for a total of 45 hours. For example, a student may opt for a dual specialization in Leadership Studies and Preaching. The student would then complete 9 hours of electives in each of the two specializations, and complete the LS 905 Field Experience Capstone Project in a way that addresses both areas. A student may elect, at any time prior to the semester in which he or she would complete the LS 905 Field Experience Capstone Project, to declare a dual concentration in the degree.

¹ Students with undergraduate coursework comparable to courses in the MA in Ministry degree may receive up to 6 hours of advanced standing, with permission from the advisor. The student must be able to provide course descriptions for upper level undergraduate courses and have received a grade of B or higher in the course. Advanced standing credit will reduce the number of total hours.

MASTER OF ARTS IN MINISTRY COURSE REQUIREMENTS ¹	HRS	HRS
MA IN MINISTRY CORE COURSES		24
US 500 Orientation to LCU	0	
BI 603 Interpreting the Old Testament	3	
BI 604 Interpreting the New Testament	3	
CH 500 Understanding the Stone-Campbell Movement & My Own Heritage	3	
CH 600 Christianity Through the Ages OR TH 600 Systematic Theology	3	
CM 600 Pastoral Care	3	
CM 611 Personal Development in Ministry	3	
CM 700 People and Place in Ministry	3	
LS 602 Theology of Leadership for Christian Ministry	3	
SPECIALIZATION COURSES		9
Students may choose to focus on one of the following specializations or they may pursue a "General Ministry" track allowing them to choose courses from a variety of areas.		
LS Leadership Studies		
COUN Pastoral Care and Counseling		
PR Preaching		
SF Spiritual Formation		
FIELD EXPERIENCE		3
LS 905 Field Experience Capstone Project	3	
TOTAL:		36

Master of Arts (Church History/Historical Theology)

The Master of Arts (Church History/Historical Theology) at Lincoln Christian Seminary provides a student with an in-depth understanding of Christian history and theology across the centuries. The degree is designed to serve as a foundation for teaching church history/historical theology in various ministry contexts, and, with additional work at the doctoral level, in institutions of higher learning. Students desiring to pursue doctoral work are encouraged to write the master's thesis.

Program Learning Objectives

The Master of Arts (Church History/Historical Theology) graduates will:

1. Demonstrate understanding of the development of Christian belief and practice, identifying major persons, events, documents, movements, and controversies throughout the centuries.
2. Demonstrate understanding of the importance of Christian identity, community, accountability, exegesis, and ministry.
3. Demonstrate growth in Christian spirituality by reading and reflecting on spiritual masters in the history of Christianity.

MA (CHURCH HISTORY/ HISTORICAL THEOLOGY) COURSE REQUIREMENTS ¹	HRS	HRS
CHURCH HISTORY/HISTORICAL THEOLOGY CORE COURSES		9
US 500 Orientation to LCU	0	
CH 500 Understanding the Stone-Campbell Movement & My Own Heritage	3	
CH 600 Christianity Through the Ages*	3	
TH 600 Systematic Theology*	3	
Choose four of the following:		12
CH 602 Early Christian Centuries	3	
CH 603 Medieval Christianity	3	
CH 604 Christianity in the Reformation Period	3	
TH 701 Modern Theology I	3	
TH 702 Modern Theology II	3	
ADDITIONAL COURSES		15
Church History/Historical Theology (CH) Electives	9	
Thesis (6) or Comprehensive Exam and 6 hours of additional coursework in AP, CH, PH, or TH.	6	
TOTAL:		36

¹ Students with undergraduate coursework comparable to courses in the MA (Church History/Historical Theology) degree may receive up to 6 hours of advanced standing, with permission from the advisor. The student must be able to provide course descriptions for upper level undergraduate courses and have received a grade of B or higher in the course. Advanced standing credit will reduce the number of total hours.

* Students who have had coursework comparable to the designated courses and have passed those courses with a C or better may substitute another course in the same area with approval from the student's faculty advisor.

Master of Arts (Theology)

The Master of Arts (Theology) at Lincoln Christian Seminary aims at providing a student with an in-depth understanding of Christian theology – in its development over time, in the systematic interrelations of various doctrines, and in its relations to different cultural and philosophical paradigms.

The degree is designed to serve as a foundation for teaching theology in various ministry contexts and, with additional work at the doctoral level, in institutions of higher learning. Students desiring to pursue a terminal degree are strongly urged to write a master's thesis.

Program Learning Objectives

The Master of Arts (Theology) graduates will:

1. Demonstrate an understanding of the development of Christian belief and practice over time.
2. Demonstrate an understanding of how Christian doctrines relate to each other to form a coherent whole.
3. Demonstrate an understanding of the different relations between Christian theology and broader cultural and philosophical paradigms.

MA (THEOLOGY) COURSE REQUIREMENTS ¹	HRS	HRS
THEOLOGY CORE COURSES		18
US 500 Orientation to LCU	0	
CH 500 Understanding the Stone Campbell Movement and My Own Heritage*	3	
CH 600 Christianity Through the Ages*	3	
TH 600 Systematic Theology*	3	
TH 701 Modern Theology I	3	
TH 702 Modern Theology II	3	
TH 704 Method in Theology	3	
ADDITIONAL COURSES		18
Theology (TH) Elective	3	
Philosophy (PH/AP) Elective	3	
AP, CH, PH, TH Electives	6	
Thesis (6) or Comprehensive Exam and 6 hours of additional coursework in AP, CH, PH, or TH.	6	
TOTAL:		36

¹ Students with undergraduate coursework comparable to courses in the MA (Theology) degree may receive up to 6 hours of advanced standing, with permission from the advisor. The student must be able to provide course descriptions for upper level undergraduate courses and have received a grade of B or higher in the course. Advanced standing credit will reduce the number of total hours.

* Students who have had coursework comparable to the designated courses and have passed those courses with a C or better may substitute another course in the same area with approval from the student's faculty advisor.

Master of Arts (Philosophy and Apologetics)

The Master of Arts (Philosophy and Apologetics) is designed to help students understand and defend a Christian worldview in the context of classical philosophical problems and contemporary philosophical, religious, and cultural challenges.

It offers a balanced approach to the nature of philosophy and Christian apologetics that includes a variety of course options in philosophy, apologetics, and related areas of theology. Students who intend to pursue doctoral work are encouraged to complete a master's thesis.

Program Learning Objectives

The Master of Arts (Philosophy and Apologetics) graduates will:

1. Comprehend the major questions and contributions of philosophy, especially as they intersect with the Christian faith.
2. Understand and be able to communicate effectively with those who possess a variety of cultural and philosophical mindsets.
3. Recognize and be able to respond compassionately and cogently to criticisms of the Christian faith.
4. Construct and be able to advocate a plausible philosophy that is appropriately informed by divine revelation and theological reflection.

¹ Students with undergraduate coursework comparable to courses in the MA (Philosophy and Apologetics) degree may receive up to 6 hours of advanced standing, with permission from the advisor. The student must be able to provide course descriptions for upper level undergraduate courses and have received a grade of B or higher in the course. Advanced standing credit will reduce the number of total hours.

² Some required courses and program electives are cross-listed as apologetics (AP), philosophy (PH), and theology (TH) classes. Students will register for the course prefix that best fits their focus and their future academic intentions.

* Students who have had coursework comparable to the designated courses and have passed those courses with a C or better may substitute another course in the same area with approval from the student's faculty advisor.

MA (PHILOSOPHY AND APOLOGETICS) COURSE REQUIREMENTS ¹	HRS	HRS
PHILOSOPHY AND APOLOGETICS CORE COURSES ²		15
US 500 Orientation to LCU	0	
CH 600 Christianity Through the Ages* OR CH 602 Early Christian Centuries*	3	
PH 604 Christianity and the Philosophy of Religion*	3	
PH 605 Science, Theology, and Philosophy*	3	
TH 701 Modern Theology I*	3	
TH 710 Engaging Contemporary Mindsets	3	
ADDITIONAL COURSES		15
<i>Choose five of the following:</i>		
AP 500 Religious Sects and Cults	3	
AP 603 Types of Apologetics	3	
AP 606 Ethics	3	
AP 838 Thomas Aquinas	3	
AP 899 Special Issues in Apologetics	3	
AP 900 Research in Apologetics	3	
BT 689 NET Apologetics	3	
CH 600 Christianity Through the Ages	3	
CH 602 Early Christian Centuries	3	
CH 603 Medieval Christianity	3	
CH 705 Grace Theology in the Early Church	3	
NT 754 Text and Canon of the Bible	3	
OT 605 Advanced Old Testament Introduction	3	
OT 899 Special Issues in Old Testament	3	
PH 602 Ancient Philosophy	3	
PH 603 Medieval Philosophy	3	
PH 610 Kierkegaard	3	
PH 701 Modern Philosophy	3	
PH 702 Contemporary Philosophy	3	
PH 714 Metaphysics and Epistemology	3	
PH 899 Special Issues in Philosophy	3	
PH 900 Research in Philosophy	3	
TH 600 Systematic Theology	3	
TH 607 Doctrine of Christ	3	
TH 787 Theology and Postmodernity	3	
TH 833 The Trinity	3	
Thesis (6) or Comprehensive Exam and 6 hours of additional coursework.		6
TOTAL:		36

Master of Arts (Biblical Studies)

Lincoln Christian Seminary's Master of Arts (Biblical Studies) degree is a 36-hour academic degree and requires either a master's thesis or a set of comprehensive exams. This degree allows students to concentrate in one of four areas: New Testament, Old Testament, or General Bible. The degree is designed to combine a love for God and His written revelation with the conceptual tools and skills which would enable graduates to engage Scripture responsibly as careful and faithful exegetes of both Scripture and contemporary contexts. The degree is designed to serve as a foundation for teaching the Bible in various ministry contexts and, with additional work at the terminal degree level, in colleges, seminaries, and graduate schools. Students desiring to pursue terminal degrees are strongly urged to write a master's thesis. The Seminary has the following program objectives for the MA (Biblical Studies) degree.

Program Learning Objectives

The Master of Arts (Biblical Studies) graduates will:

1. Demonstrate the ability to perform exegesis of biblical literature based on original language study (Greek and Hebrew).
2. Demonstrate awareness of and ability to apply the standard methods of contemporary biblical scholarship (e.g. historical-criticism, literary criticism).
3. Understand the history of the formation of the Bible and the historical context of Second Temple Judaism for interpreting the biblical text.

¹ Students with undergraduate coursework comparable to courses in the MA (Biblical Studies) degree may receive up to 6 hours of advanced standing, with permission from the advisor. The student must be able to provide course descriptions for upper level undergraduate courses and have received a grade of B or higher in the course. Advanced standing credit will reduce the number of total hours.

² Students with 2 semesters of undergraduate study in Greek (or Hebrew) with a grade of B or higher, or students who pass the Greek (or Hebrew) proficiency exam, may qualify for advanced standing and do not need to take NT 610 (or OT 610). Students with an upper-level course covering Greek (or Hebrew) exegesis with a grade of B or higher may qualify for advanced standing and do not need to take NT 611 (or OT 611), with advisor approval.

MASTER OF ARTS (BIBLICAL STUDIES)		
	HRS	HRS
COURSE REQUIREMENTS		
BIBLICAL STUDIES CORE COURSES		
US 500 Orientation to LCU	0	
NT 610 Greek Basics ¹	3	
NT 611 Greek Exegesis ¹	3	
OT 610 Hebrew Basics ¹	3	
OT 611 Hebrew Exegesis ¹	3	
CONCENTRATION REQUIREMENTS		
New Testament		
BI 606 Intro to Critical Biblical Methods and Writing for Research	3	
NT/OT 741 Second Temple Judaism	3	
NT/OT 754 Text and Canon of the Bible	3	
3 NT Elective Courses	9	
Old Testament		
BI 606 Intro to Critical Biblical Methods and Writing for Research	3	
NT/OT 741 Second Temple Judaism	3	
NT/OT 754 Text and Canon of the Bible	3	
3 OT Elective Courses	3	
General Bible		
BI 606 Intro to Critical Biblical Methods and Writing for Research	3	
NT/OT 741 Second Temple Judaism	3	
NT/OT 754 Text and Canon of the Bible	3	
3 NT or OT Elective Courses	9	
REQUIRED FOR ALL CONCENTRATIONS		
Thesis	6	
Comprehensive Exam	3	
Elective based on concentration (NT, OT, or NT/OT)	3	
TOTAL:		36

Master of Arts in Counseling

The Master of Arts in Counseling at Lincoln Christian Seminary is a 60-hour degree program designed to meet the standards set forth by the Council for Accreditation of Counseling and Related Educational Programs and licensure requirements for the state of Illinois. The MAC is a theologically integrated program of study whose goal is to ground students in counseling theory, technique and practice inclusive of a biblical worldview. Graduates of the program should be prepared to work in clinical mental health or church settings and see either as an extension of ministry. Actual licensure requires board examination in Illinois and most states, which is beyond this degree.

In addition to the general Seminary application procedures, the MAC program requires that applicants participate in a faculty interview as part of the application process. It is also recommended, though not required, that applicants have completed at least 12 hours in psychology or related social science courses at the undergraduate level.

Admitted applicants will receive notification from the Enrollment office. A student may be admitted with full admission or on a probationary status. Those who enter under a probationary status may be required to seek personal counseling at their own expense, complete a psychological profile, or be tutored to improve academic competence (see MAC Student Handbook). A criminal background check is required prior to participating in the practicum.

Although admitted to the MAC program, there is no guarantee of completion or graduation from the program. Because it is the responsibility of the faculty to produce ethical and professional counselors, there are a number of transition points within the overall program designed to help students succeed and function as major transition points for continuance in the program (see MAC Student Handbook). A grade of B or higher is required for all counseling classes.

Students who are seeking to transfer into the MAC program from another institution may be able to transfer up to 15 semester hours of credit for classes from the following subject areas: human development, substance abuse, career counseling, assessment, or research and evaluation. Two elective subjects that are not part of the MAC core curriculum may be considered for transfer as well. Hours from a CACREP accredited program are preferred. Both CACREP and non-CACREP course work will be reviewed by the MAC faculty for acceptance or denial. Prospective students are responsible to send the syllabus for any classes for which they are seeking transfer credit. Regardless of the transferring school, only credits that obtained a class grade of “B” or better will be accepted.

Program Learning Objectives

Those who graduate with a Master of Arts in Counseling degree will be able to:

1. Demonstrate effective integration of biblical and theological concerns with current counseling and psychological perspectives.
2. Effectively conduct and communicate graduate-level research and/or program evaluation in areas related to counseling.
3. Demonstrate the development of a counselor identity and skills fit for working in an increasingly diverse world by:
 - a. Demonstrating appropriate clinical counseling knowledge and/or skills;
 - b. Exhibiting personal self-awareness and wholeness;
 - c. Integrating counselor identity into individual identity domains;
 - d. Demonstrating involvement in the broader professional counseling community.

There are two other programs offered by the Seminary that provide a counseling emphasis, the Master of Divinity with a specialization in Pastoral Care and Counseling and the Master of Arts in Ministry degree with a concentration in Pastoral Care and Counseling. Please see your advisor for specific course recommendations.

MASTER OF ARTS IN COUNSELING COURSE REQUIREMENTS	HRS	HRS
CORE COUNSELING CLASSES		54
US 500 Orientation to LCU	0	
COUN 601 Research and Evaluation in Counseling	3	
COUN 602* Basic Counseling Techniques	3	
COUN 662* Psychopathology	3	
COUN 663* Major Theories of Counseling and Psychotherapy	3	
COUN 666 Developmental Psychology Perspectives for Counseling	3	
COUN 667 Tests and Measures for Counseling	3	
COUN 668 Group Theories and Practice	3	
COUN 722 Introduction to Traumatology	3	
COUN 730 Neuroscience and Counseling	3	
COUN 751 Career Development Counseling	3	
COUN 760 Multicultural Counseling	3	
COUN 770 Integration of Theology, Religion, and Spirituality in Counseling	3	
COUN 804 Family Systems Counseling	3	
COUN 807 Substance Abuse and Addictions Counseling	3	
COUN 810* Ethical and Legal Issues for Counselors and Other Christian Leaders	3	
COUN 890 Internship – Mental Health Counseling	6	
COUN 892 Counseling Practicum (*classes are prerequisite)	3	
ELECTIVES		6
COUN electives		
TOTAL:		60

A number of electives are available to allow students to further enhance knowledge in some specific areas, such as couples counseling, acute and complex trauma, human sexuality, advanced internship option, and development stage counseling classes (counseling children, adolescents, and the elderly).

* These classes must be taken prior to doing a practicum.

Master of Divinity

Lincoln Christian Seminary's Master of Divinity is a 75-hour professional degree for leaders who serve in a church or church-related setting. Our focus is on developing "servant leaders," which we define as those who humbly follow the call of God, the life of Christ, and the leading of the Holy Spirit to serve and equip others.

Program Learning Objectives

Our Master of Divinity degree is specifically designed to develop graduates who:

1. *Comprehend Scripture and the value of theological tradition.*
2. *Understand themselves.*
3. *Engage their ministry context effectively.*
4. *Implement the skills necessary for Christian ministry.*

Areas of Specialized Study for the MDiv*

The Seminary offers a variety of areas of study that may be pursued as a specialization within the Master of Divinity degree program. These areas of study include:

BIBLE:

- General Bible
- New Testament
- Old Testament

THEOLOGY & PHILOSOPHY:

- Church History/Historical Theology
- Philosophy & Apologetics
- Theology

CHRISTIAN MINISTRIES:

- Leadership Studies
- Preaching Ministry
- Pastoral Care & Counseling
- Spiritual Formation

*Students also have the option to choose "No Specialization."

CHAPLAINCY OPTION:

Students wishing to pursue the Master of Divinity for the purpose of Chaplaincy in Military, Public Service, Healthcare, Corporate, or Sports settings may select the Chaplaincy option. The curriculum for this option differs from the standard MDiv curriculum in the following ways:

- LS 603 Foundations of Chaplaincy is required.
- The student will substitute 6 credit hours of COUN 891 Clinical Pastoral Education for 3 credit hours of CM 711 Integrative Field Experience in the MDiv core and 3 credit hours of elective.
- Remaining elective hours should be selected from the following courses:
COUN 602 Basic Counseling Techniques,
COUN 723 Disaster and Acute Trauma
COUN 760 Multicultural Counseling
COUN 803 Couples Counseling
COUN 806 Developmental Issues in Counseling the Elderly
AP 603 Types of Apologetics
AP 606 Ethics
Other elective may be approved by the student's advisor.

The Master of Divinity Course Requirements

NOTE: Students who have had course work comparable to any of the core (required) courses listed in the Master of Divinity program and have passed those courses with a C or better may substitute another course in the same area (i.e. with the same course prefix) upon the approval of the student's faculty advisor. Exceptions are NT 610, and OT 610, which require proficiency exams (contact Seminary office) or 2 semesters of undergraduate Greek or Hebrew with a grade of B or higher. Students who demonstrate proficiency in NT 610 must still take NT 611 prior to any exegetical course (NT 631-639). Students who demonstrate proficiency in OT 610 must still take OT 611, but may take an OT exegetical course (OT 731-737) concurrently with OT 611.

CORE LANGUAGES		12
NT 610 Greek Basics	3	
NT 611 Greek Exegesis	3	
OT 610 Hebrew Basics	3	
OT 611 Hebrew Exegesis	3	
CORE SCRIPTURE		9
BI 606 Intro to Critical Biblical Methods and Writing for Research	3	
BI 700 History of Biblical Interpretation and Theological Hermeneutics	3	Take 2 of 3 (6 hours)
NT 631-639 NT Exegesis Elective	3	
OT 731-737 OT Exegesis Elective	3	
CORE THEOLOGY		15
CH 500 Understanding the Stone-Campbell Movement & My Own Heritage	3	
CH 600 Christianity Through the Ages	3	
TH 600 Systematic Theology	3	
TH 710 Engaging Contemporary Mindsets	3	
TH/IC 613 Global Christianity	3	
CORE PRACTICE		9
CM 611 Personal Development in Ministry	3	
CM 711 Integrative Field Experience	3	
CM 800 MDiv Integrative Capstone	3	
US 500 Orientation to LCU	0	
CORE MINISTRY		18
LS 602 Theology of Leadership for Christian Ministry	3	
CM 700 People and Place in Ministry	3	
CM 600 Pastoral Care	3	
PR 601 Preparing to Preach	3	
CM 730 Foundations of Ministry and Discipleship	3	
CM 505, 605, 705 Integration Colloquy I, II, III	3	
ELECTIVES		12
Electives/Specialization ¹ (Student works with advisor on selection)		
TOTAL:		75

¹ Students may choose all 12 hours of their electives in one area of study in order to graduate with a specialization in the Master of Divinity program or choose courses from a variety of areas. Students may also complete up to 9 of these 12 elective hours in practicum-based experiences on the field by enrolling in LS 890 Leadership Ministry Practicum.

COURSE DESCRIPTIONS

Most of the courses listed in this chapter are for 3-hour credit, unless otherwise noted. The courses are arranged alphabetically and then numerically according to the following prefix codes:

Prefix	Specialty Area	Page
AP	Apologetics	24
BI	Bible, General	25
BL	Biblical Languages	26
BT	Bible and Theology	27
CE	Christian Education	28
CH	Church History/Historical Theology	30
CM	Christian Ministry	31
COUN	Clinical Mental Health Counseling – Pastoral Care and Counseling	33
CPL	Credit for Prior Learning	38
HI	History	38
IC	Intercultural Studies (Missions)	38
ID	Interdisciplinary Studies	40
LA	Language and Communication	43
LS	Leadership Studies	43
MA	Mathematics	45
NT	New Testament	45
OT	Old Testament	47
OL	Organizational Leadership	49
PH	Philosophy	49
PR	Preaching	51
PS	Psychology	53
SC	Science	54
SF	Spiritual Formation	55

SS	Social Sciences	56
TH	Theology	56
US	University Studies	59
WM	Worship Ministry	60
WS	Worship Studies	61
YM	Youth and Family Ministry	62

Course Suffixes

000 Any level (ordinarily non-transferable)

100 Freshman level courses

200 Sophomore level courses

300 Junior level courses

400 Senior level courses

500-800 Graduate 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, 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)

AP 500. Religious Sects and Cults. A survey and analysis of the history, teachings, and influence of religious groups whose beliefs or practices differ significantly from historic Christianity (e.g. Jehovah's Witness, Church of Jesus Christ of Latter Day Saints, Christian Science, New Age, Scientology, Wicca, Rastafarianism, Baha'i). (Same as: TH 500)

AP 603. Types of Apologetics. A survey and critical examination of various types of apologetics and their theological connections. Prominent apologetic methodologies and representative apologists are assessed in light of philosophical and biblical considerations. Apologetic systems covered include classical, evidential, presuppositional, existential, reformed, postmodern, and cumulative case. (Same as TH 603)

AP 604. Christianity and the Philosophy of Religion. An examination of the truth-claims of Christianity in the context of religious skepticism and competing worldviews. Topics include the rationality of Christian faith; classical arguments for God's existence; the impact of science; the problem of evil; the identity of Christ; miracles and the resurrection of Christ; and the nature of Scripture. (Same as PH 604)

AP 605. Science, Theology, and Philosophy. An analysis of the connections between science, theology, and philosophy. Consideration is given to the philosophy of science, the relationship between science and religion, different paradigms of biblical interpretation, and various mega-issues of cosmology (e.g. the big bang, the anthropic principle, the age of the universe) and biology (e.g. chemical and biological evolution). Attention is also given to historical and conceptual issues involving creationism, evolutionism, and Intelligent Design. (Same as PH 605 and TH 605)

AP 606 Ethics. A survey and critical analysis of various philosophical and theological approaches to ethics. Attention is given to the nature of ethics, relativism, egoism, utilitarianism, situation ethics, natural law ethics, virtue ethics, Kantian ethics, divine command ethics, and different versions of theological absolutism (unqualified absolutism, qualified absolutism and graded absolutism). Application is also given to contemporary moral issues. (Same as PH 606 and TH 606)

AP 702 Christianity and Modern Philosophy. An analysis of the ideas of select philosophers from the Enlightenment to the present day and their effect on the claims of Christianity. Representatives from various philosophical perspectives will be critically examined.

AP 720. Bioethical Issues. A theological orientation to and examination of some of the diverse issues addressed in the contemporary field of bioethics, including beginning and end of life issues, quality of life concerns, as well as recent developments in science, justice, public policy, and healthcare. A clinical experience is also a part of this course. (Same as TH 720)

AP 838. 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 838 and TH 838)

AP 899. Special Issues in Apologetics. Advanced study of one or more topics in the area of Christian apologetics.

AP 900. Research in Apologetics. Individual research under faculty supervision. (1-3 hours)

AP 901. Thesis. The thesis, when chosen instead of an extended research paper in the Master of Arts degree, will be written according to guidelines available from the Seminary office. The student may choose to defend the thesis in an oral exam or make a presentation to a select audience. (6 hours)

AP 902. Thesis Re-Registration. Students not completing the thesis during the semester in which they register for it are required to re-register under the 902 course number each semester until the thesis is completed and approved. (0 hours)

AP 905. Comprehensive Exam. In this examination, students will show their progress in the degree

objectives as appropriate for master's level study. (0 hours)

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)

BI 501. Introduction to God's Word. A course designed for entering seminarians with little or no undergraduate work in biblical studies. The course looks at the message of the Bible as it is developed in the various parts of the Old and New Testaments is explored.

BI 603. Interpreting the Old Testament. This course is designed to give students a basic understanding of principles and methodology for interpreting Scripture, using both computer-based and print tools along with introductory Hebrew and Greek. The student will gain proficiency in using Logos Bible Software to perform accurate and useful exegesis of the Old and New Testament texts, focusing on Old Testament texts and introduction to Hebrew. Language instruction will emphasize sufficient knowledge to responsibly use original language tools. Access to one's own notebook computer and purchase of Logos Bible software are prerequisites.

BI 604. Interpreting the New Testament. This course is designed to give students a basic understanding of principles and methodology for interpreting Scripture, using both computer-based and print tools along with introductory Hebrew and Greek. The student will gain proficiency in using Logos Bible Software to perform accurate and useful exegesis of the Old and New Testament texts, focusing on New Testament texts and introduction to Greek. Language instruction will emphasize sufficient knowledge to responsibly use original language tools. Prerequisites: BI 603 or demonstrations of satisfactory proficiency with Logos Bible Software and Hebrew, access to one's own notebook computer and purchase of Logos Bible Software.

BI 606. Introduction to Critical Biblical Methods and Writing for Research. An introduction to the methods of biblical criticism and their application for interpreting the Bible today. Students will practice skills for biblical interpretation through a guided research project designed to accomplish two goals. First, students will learn how to interpret the Bible in its literary, historical, rhetorical, and theological contexts. Second, students will articulate the enduring significances of a text for contemporary Christians.

BI 700. History of Biblical Interpretation and Theological Hermeneutics. An overview of the history of biblical interpretation as a guide to contemporary theological interpretation. Students will learn how biblical interpretation has been practiced and changed over time. Furthermore, students will consider the historical factors that shaped biblical interpreters and their interpretations. The goal of the course is to examine how the Bible has functioned in the past as a guide for contemporary theological interpretation.

BI 899. Special Issues in Bible. A seminar covering various current issues in biblical studies, including translation issues.

BI 900. Research in Bible. Individual research under faculty supervision. (1-3 hours)

BI 901. Thesis. The thesis, when chosen instead of an extended research paper in the Master of Arts degree, will be written according to guidelines available from the Seminary office. The student may choose to defend the thesis in an oral exam or make a presentation to a select audience. (6 hours)

BI 902. Thesis Re-Registration. Students not completing the thesis during the semester in which they register for it are required to re-register under the 902 course number each semester until the thesis is completed and approved. (0 hours)

BI 905. Biblical Studies Comprehensive Exam. An independent study based on a prescribed bibliography of important books in biblical studies. In the exam, students will be required to demonstrate the ability to perform exegesis based on original language study (Greek and Hebrew), including the ability to translate a passage. Students must understand, apply, evaluate methods of biblical scholarship, and understand the formation and context of the biblical text. (Same as NT 905 and OT 905).

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)

Bible and Theology

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

BT 612. Introduction to the Bible. A survey of the Old and New Testaments of the Christian Bible with emphasis on the narrative that spans them.

BT 614. Christian Worldview Studies. This course attempts to set out a distinctive, "Christian" approach to

engaging culture by providing students with the critical tools necessary to the formation of a biblical worldview. The history, multiple applications, and contemporary criticisms of the concept of worldview will be analyzed in order to facilitate the kind of holistic model that is demanded by the Scriptures and has been evidenced in the practice of the faithful Church.

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

BT 616. Theological Exegesis. This course treats biblical exegesis as a Christian Practice. The approach emphasizes awareness and intentionality in maintaining contact with Christian theology and biblical studies throughout the exegetical process, that is, practicing exegesis that is both confessional and critical.

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

BT 627. Interpreting Deuteronomy. A study of the book of Deuteronomy, its literary features, canonical importance, and theological perspective.

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

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

BT 644. Biblical Apocalypse. A study of the books of Daniel and Revelation with emphasis on interpretation with the genre of apocalypse.

BT 648-649. Biblical Hebrew I-II. This two-part course introduces students to biblical Hebrew. (6 hours)

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

BT 653. The Sermon on the Mount and Beyond. This course is a study of the origins and biblical bases of Christian Ethics with a focus on the Sermon on the

Mount (Matthew 5-7). It is an exegetical study of the Sermon on the Mount but also is designed to help the student determine appropriate Christian responses to present day issues in personal spiritual life, family life, church life, and public life, as well as making decisions involving issues surrounding one's nation and the world.

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

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

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

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

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

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

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

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

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

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

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

BT 899. Special Issues in Bible or Theology. Specialized study in an area of the Bible or Theology that is not covered in existing courses.

BT 900. Research in Bible or Theology. Individual research under faculty supervision. (1-3 hours)

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)

CE 600. Teaching Ministry of the Church. An introduction to Christian education in the local congregation including its biblical-theological bases, relationship to spiritual formation, learning methods, and administrative necessities.

CE 601. Educational Leadership and Administration. A study of concepts of leadership and principles of educational administration; the development of a comprehensive Christian Education program is given major attention.

CE 604. Adult Discipleship. A survey of ministry methods for adults in the church, with an emphasis on intentional discipleship of adults, including teaching-learning, spiritual formation, and educational programming in adult life.

CE 605. Human Development and Learning. A course designed to provide the student with an understanding

of developmental and learning theories and their implications for the education and pastoral ministry.

CE 606. Education for Spiritual Formation. A course studying spiritual formation from various perspectives (psychology, history, theology, Bible), with application to personal life and congregational ministry.

CE 607. Worship and Spiritual Formation. A course designed to aid the student in developing an understanding of worship as it relates to spiritual growth, discipleship, and pastoral care. Attention is given to private worship, the impact of baptism on the life of the believer, the importance of ritual to community, and the practice of the Lord's Supper. (Same as WS 604)

CE 652. Lecture and Presentation Skills. A study and practicum on advanced teaching methods based on exegetical and literary principles in the Old and New Testaments.

CE 663. Theology & History of Christian Education. A critical reflection on the development of Christian education with an emphasis on the theological foundations of education from ancient times to the present times.

CE 702. Small Groups. A study and practicum on the theoretical basis of small group ministry in the church and the practical means of developing, leading, and equipping such a ministry.

CE 704. Leading Through Change. Change in the church is driven by two types of forces: changes in the ministry context that the congregation has no control over and may have no desire for, and intentional changes the leadership determines are desired. The intent of this course is to equip its participants to analyze the changes occurring and needing to occur in their respective ministry contexts, to understand the cultural and institutional forces which may drive or resist change, and to devise effective strategies for leading their respective churches, institutions, or parachurch ministries through those changes while minimizing, mitigating, and resolving conflict. (Same as LS 704).

CE 706. History of Christian Spirituality. An investigation into the development of Christian spirituality with special attention to key spiritual masters, developments, and documents. Students will journal their spiritual reflections first through selected

sections of Christian spiritual writers through the ages and then through the writings of a particular spiritual master. (Same as CH706 and TH706)

CE 756. Readings in Spiritual Formation. A seminar focused on the writings of 20th and 21st century authors on Christian spirituality with an emphasis on developing a contemporary approach to spirituality and personal reflection and growth.

CE 765. Christian Higher Education. Designed for students considering service in an institution of higher education, the course is an introduction and practicum in the theory, practice, and professions in Christian higher education.

CE 803. Instructional Strategies & Curriculum. A study and practicum in a wide variety of teaching strategies and methods with a focus on theoretical and practical elements of curriculum development for use in the church or academy.

CE 855. Research Design for Ministry. An introduction to social science methodology present in academic writing and publication, and basic statistics in educational research.

CE 895. Supervised Ministry Experience. A practicum in Christian education designed as a capstone practical experience with oversight provided by both on-site and campus mentors.

CE 899. Special Issues in Christian Education. Advanced study of one or more topics in the field of Christian Education.

CE 900. Research in Christian Education. Individual research under faculty supervision. (1-3 hours)

Church History/Historical Theology

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)

CH 500. Understanding the Stone-Campbell Movement and My Own Heritage. An introduction to the history and theology of the Stone-Campbell Movement or Restoration Movement, designed primarily for those without a previous Restoration Movement course. Assignments concentrate on implementation of principles; some are specific to whether the student's congregation is from the Stone-Campbell Movement or another Christian heritage.

CH 600. Christianity Through the Ages. A comprehensive overview of Christianity from its beginning to the present day. The course, which includes discussion of the theological implications of the philosophy of history, introduces students to the church's history and theology, preparing them to face contemporary concerns in preaching, teaching, and evangelism.

CH 602. Early Christian Centuries. A study of the history and development of Christianity from the beginning of the church to the period immediately following the fall of the Roman Empire in the West. Special consideration is given to the variety of early Christianity as it grows in Latin, Greek, and Syriac lands. Studies will include major persons, events, documents, controversies, and developments of the early church.

CH 603. Medieval Christianity. An investigation of the history of the church from the period immediately following the fall of Rome in the West to the rise of the Reformers, including careful consideration of the background, persons, events, institutions, theology, and movements of the period.

CH 604. Christianity in the Reformation Period. A study of Christianity in the 16th and 17th centuries, including the rise and division of Protestantism, the Catholic Reformation, the Radical Reformation, and the subsequent struggles between them. Studies will include major persons, events, documents, and developments of the period.

CH 605. Christianity Since the Reformation: 1650 to the Present. A survey of the history of the church from the middle of the 17th century until today, including careful consideration of the major movements, events, persons, institutions, and theology emerging in the period.

CH 606. History of Christianity in America. An investigation of the rise and growth of Christianity in America from the first colonists to the present day, including major persons, events, documents, and

developments. Attention will be given to elements distinctive to Christianity in America and to conflicts which arise because of that distinctiveness.

CH 607. Worship in Historical Perspective. A survey of the development of Christian worship from the beginning of the church to the present day. The formational aspects of historical liturgies will be discussed. Attention will be given to recovering traditions that may be useful for enhancing both corporate and private worship in today's culture. (Same as WS 607)

CH 704. Baptism and the Lord's Supper in the Early Church. A study of the development of the theology and practice of baptism and the Lord's Supper from the beginning of the church through the 5th century. Studies will investigate major events, documents, developments, and controversies by reading primary source material from the patristic period pertaining to baptism and the Lord's Supper.

CH 705. Grace Theology in the Early Church. An examination of the theologies which become paradigmatic for the doctrines of grace throughout Christian history. After these have been located in their historical and theological contexts, students will read and analyze pertinent primary documents written by Pelagius, Augustine, and Cassian.

CH 706. History of Christian Spirituality. An investigation into the development of Christian spirituality with special attention to key spiritual masters, developments, and documents. Students will journal their spiritual reflections first through selected sections of Christian spiritual writers through the ages and then through the writings of a particular spiritual master. (Same as CE 706 and TH 706)

CH 724. John Cassian. A study of the life, works, and influence of fifth century church father John Cassian, through careful reading and reflection on his Institutes and Conferences, with particular reference to the teachings, spiritual practice, and special topics they contain.

CH 750. The Global Growth of the Church. A study of the spread of Christianity and its influence from the church's beginnings to the present. Studies include major persons, events, and movements, especially involving or affecting Christian missions. (Same as IC 644)

CH 801. History and Theology of the Stone-Campbell Movement. History and theology of the movement begun in America in the late 18th century to promote world evangelism by practicing unity in the Church based upon the restoration of biblical authority and of the essential elements of New Testament Christianity. Special attention will be given to understanding and implementing key principles of the movement, to critical points in its development, to ideological differences within it, and to currently developing issues.

CH 806. History and Theology of Eastern Orthodoxy. An investigation of the history and theology of Eastern Orthodox Christianity from the beginnings of the church until today. After surveying the history of Eastern Orthodox Christianity, studies will focus on distinctive theological emphases and practices of Eastern Orthodox churches. (Same as TH806)

CH 899. Special Issues in Church History/Historical Theology. Investigation into special areas of interest. Studies will specialize in one or more persons, events, or movements of a major period of church history, or on particular developments spanning several or all periods of the church's history.

CH 900. Research in Church History/Historical Theology. Individual research under faculty supervision in a particular area of Church History or Historical Theology. (1-3 hours)

CH 901. Thesis. The thesis, when chosen instead of an extended research paper in the Master of Arts degree, will be written according to guidelines available from the Seminary Office. The student may choose to defend the thesis in an oral exam or make a presentation to a select audience. (6 hours)

CH 902. Thesis Re-Registration. Students not completing the thesis during the semester in which they register for it are required to re-register under the 902 course number each semester until the thesis is completed and approved. (0 hours)

CH 905. Comprehensive Exam. In this examination, students will show their progress in the degree objectives as appropriate for master's level study. (0 hours)

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)

CM 505. Integration Colloquy I. A faculty-supervised conversation/reflection group experience designed to facilitate the student's biblical, historical and theological reflection on personal, family, seminary, and vocational experiences, deepening the integration of classroom learning and field experience. (1 hour)

CM 600. Pastoral Care. This course attempts to open avenues of insight and service through pastoral care and crisis counseling. The students explore biblical, historical, and contemporary materials to apply the pastoral function with a healthy interface of theology and psychology. Numerous applications will be made in such areas of concern such as crisis intervention, marriage and family, decision-making, and other aspects of today's ministry setting. Procedural aspects of ministry will be discussed including but not limited to visitation in hospital and health care settings.

CM 605. Integration Colloquy II. A faculty-supervised conversation/reflection group experience designed to facilitate the student's biblical, historical and theological reflection on personal, family, seminary, and vocational experiences, deepening the integration of classroom learning and field experience. (1 hour)

CM 611. Personal Development in Ministry. This course engages students in the ongoing process of shaping the heart and developing Christian character for spiritual leadership. It will promote greater self-awareness through the use of tests or inventories that address temperament, spiritual gifts, and leadership styles.

CM 700. People and Place in Ministry. An introduction to the ethnographic and sociological tools needed to understand the people and systems of immediate context of ministry and its surrounding community. Attention is given to age, gender, race and ethnicity, occupational, and other forces that interact with the Gospel message in the work of ministry.

CM 711. Integrative Field Experience. Integrative Field Experience seeks to integrate the classroom with practical ministry in the church or church-related setting under the oversight of a faculty mentor and a field mentor. A "learning covenant" will be developed

for each experience, which will be evaluated by the mentors. Three semester hours are required for all Master of Divinity students. It is recommended that the student fulfill this requirement over three semesters, but it is possible to take more than one hour in a given semester or during the summer with approval from the student's faculty advisor. CM 611 is a prerequisite.

CM 705. Integration Colloquy II. A faculty-supervised conversation/reflection group experience designed to facilitate the student's biblical, historical and theological reflection on personal, family, seminary, and vocational experiences, deepening the integration of classroom learning and field experience. (1 hour)

CM 800. MDiv Integrative Capstone. This course serves as an integrative capstone experience for the Master of Divinity degree program and should be taken in the last year of that program. Using the Master of Divinity degree program's four student-learning outcomes as a framework the course is designed to assess the student's readiness for effective ministry. Effectiveness will be assessed by student case studies, readings, reflections, inventories, and presentations. Students will be expected to integrate their scriptural and theological education with their personal formation and ministry context.

CM 891. Ministry Residency. In conjunction with an approved hosting church, the student will complete a minimum of 125 clock hours of work in ministry instruction and experience, as agreed on by the residency director at the church, the student, and Dean. Residency experiences can include reading, writing, and research assignments in support of the primary ministry skills being taught in the residency. Students registering for this course must also be accepted in residency programs of approved churches, a list of which can be obtained from the Dean.

Clinical Mental Health Counseling (Pastoral Care and Counseling)

COUN 600. Basic Types of Counseling Ministry. A course opening avenues of insight and service through pastoral care and counseling by exploring biblical, historical, and contemporary material. Students are encouraged to apply the pastoral function with a healthy interface of theology and psychology. Specific applications are made in such areas as crisis intervention; marital, premarital, and family counseling; and cross-cultural counseling.

COUN 601. Research and Evaluation in Counseling. This course provides an understanding of research methods, research designs, statistical analysis, needs assessment, and program evaluation. The studies found in this course emphasize the importance of research in advanced counseling professions. This course surveys many areas such as research methods, statistical methods used for research or evaluation, principles, models, and applications of needs assessments, use of research to inform evidenced based practice, and ethical and culturally relevant strategies for interpreting and reporting results.

COUN 602. Basic Counseling Techniques. This course provides a theoretical framework and experiential exposure to the interviewing and counseling skills and techniques that are the foundation for counseling, enabling the counselor to understand presenting problems, best practice recommendations, and effective intervention strategies. Students examine prevention and crisis intervention models, as well as self-care strategies. Emphasis is placed on counselor self-understanding and self-development and the skills for facilitating change with diverse populations.

COUN 603. Crisis Intervention Techniques. This course provides a theoretical framework and experiential exposure to the interviewing and counseling skills and techniques that are the foundation for counseling, with a specific emphasis on crisis intervention and suicide prevention models. A lifespan perspective will address the effects of crises, disasters, and other trauma-causing events on persons of all ages. Ethical and legal considerations of crisis work will be explored.

COUN 662. Psychopathology. This course gives an introduction to the study psychopathology and abnormal behavior. Principles of etiology, diagnosis, treatment, prevention and cultural factors of mental and emotional disorders will be addressed. Emphasis is placed on mental status assessment and diagnostic categories as organized in the current edition of the DSM (or ICD). While touching on a range of disorders, (such as anxiety disorders, psychoses, personality disorders, and mental deficiencies), this course discusses the development of these disorders as well as the methods of prevention and treatment.

COUN 663. Major Theories of Counseling and Psychotherapy. This course is a study of the major theoretical approaches to counseling and

psychotherapy used historically and currently. This course will discuss integration of counseling psychology and application. Focus will be on the main forces in Psychoanalytic, Cognitive-Behavioral, and Existential-Humanistic schools as well as the emergence of evidence-based practice in theory. Each is examined from a critical and Christian point of view.

COUN 666. Developmental Psychology Perspectives for Counseling. This course provides an investigation of the needs and nature of persons at all developmental levels and in multicultural contexts.

It will include studies that provide an understanding of theories with individuals and families in their transitions and crises through life, theories of learning and personality development, and theories discussing optimal development and wellness through one's life. Counselors will also incorporate these theories into prevention, intervention, and treatment methods.

COUN 667. Tests and Measures for Counseling.

This course introduces and familiarizes the student with a wide range of psychometric instruments. This study provides an understanding of many assessments and discusses many areas such as historical perspective, basic concepts of standardized and non-standardized testing, other assessment techniques, statistical concepts, reliability, validity, and social and cultural factors, as well as ethical strategies for selecting, administering and interpreting assessments.

COUN 668. Group Theories and Practice. This course provides students with a theoretical and experiential foundation for group work. Emphasis is on a survey of the major theories and contributors to the field of group counseling. Students examine types of groups, leadership styles, ethical issues in group work, stages of group development, and integrate group theory into counseling practice with diverse populations. Students will experience group dynamics through participation in a group. COUN 602 and COUN 663 are prerequisites.

COUN 670. Counseling Children. This course is designed to provide students with a theoretical foundation and working knowledge of contemporary interventions for children and youth. Specific childhood issues (DSM-V) and treatment strategies will be explored. The goal is to help students develop basic skills necessary to effectively counsel children. Active involvement by students is expected inclusive of sharing their knowledge and personal experiences with the class.

COUN 702. Counseling Children and Adolescents. This course provides a developmental and contextual approach to counseling children and adolescents. Developmental and systems theories will be considered in relation to this population, with a focus on the interaction of children and youth with the environment in which they live. Issues specific to children and adolescents (DSM-5) will be explored, as will a variety of treatment approaches. Other topics will be explored as students' knowledge, life experiences, and interests dictate.

COUN 722. Introduction to Traumatology. This course provides an introduction to trauma-informed counseling. Topics to be considered include types of trauma, including single incident trauma, complex trauma, collective trauma, and vicarious trauma; the effects of crisis, disasters, and trauma on diverse individuals across the lifespan; crisis intervention, trauma-informed, and community-based strategies, such as Psychological First Aid; procedures for identifying trauma and abuse and for reporting abuse; impact of crisis and trauma on individuals with mental health diagnoses; traumatic grief and loss; clinical assessment and treatment of acute trauma; and resilience. Students will be expected to address their biblical worldview in relation to traumatology.

COUN 723. Disaster and Acute Trauma. The focus of this course is on providing effective mental health care to individuals or groups impacted by single source traumas, such as interpersonal violence, accidents, natural disasters or workplace incidents. Topics will include resilience, stress disorders as defined by the DSM-5, phases of disaster response, an introduction to the incident command system, and the provision of mental health and spiritual care in disasters. Attention will be given to self-care for providers.

COUN 724. Traumatology: Acute and Single Source Trauma Therapy. This class provides the student with a comprehensive exploration of the psychological trauma field, including the history and current theories in the field, the nature of single source and acute trauma experiences (interpersonal violence, combat, accident and natural disasters). Attention will be given to understanding the bio-psychosocial effects of trauma and vicarious trauma. Students have the chance to review evidence-based practices in the trauma field for treating acute or single source trauma events. A variety of theoretical frameworks are presented, including cognitive, neurobiological, clinical, and socio-cultural

(including main controversies surrounding the field of trauma therapy). Attention will be given to both vulnerability and resilience factors in symptom development and healing process with specific attention to vulnerability and resilience factors with spirituality and faith-based coping. Treatment recommendations will be addressed for trauma spectrum disorders including PTSD, Acute Stress, Mood and Anxiety reactions. COUN 602 is a prerequisite.

COUN 725. Traumatology: Understanding and Treating Complex Trauma. This course is designed to explore the theoretical, clinical, and theological aspects of complex trauma, abuse, and/or neglect. The development of the self, the dissociative self, and memory will be examined through the lens of attachment theory and neurobiology. This course also aims to deepen the student's ability to respond to the question of theodicy and to address the potential for vicarious trauma for the therapist/ helper. The mediating role of culture and society in the perpetration and solution of trauma will also be explored. COUN 602 is a prerequisite.

COUN 730. Neuroscience and Counseling. This course will explore the impact of physiological underpinnings on human functioning and mental health. The student will learn basic neuroanatomy, neurophysiology, and general physiology as it relates to cognition, emotion, perception, movement, unconscious/conscious processing, behavior, and language. This course is designed to strengthen the knowledge and skill base of mental health providers by increasing their understanding of the relationship between biological function and mental health and enhancing their ability to responsibly integrate neuroscience into their practice of counseling. Case examples will be used to exemplify various disorders.

COUN 740. Psychopharmacology. A survey of physiological and behavioral effects of the major classes of psychoactive drugs including therapeutic agents and drugs of abuse, including their therapeutic indications, mechanisms of action, and side effects.

COUN 745. Human Sexuality. This introduction to Human Sexuality will provide graduate counseling students and professionals with an overview of human sexuality. Through discussion, interactive learning experiences, and course assignments, students will gain knowledge, increased comfort, and personal insight on many topics. Human sexuality will be examined

through a number of different lenses (spiritual, personal, historical, cultural, and public health) and will focus on helping students integrate the physical, emotional, intellectual, and social aspects of sexuality.

COUN 751. Career Development Counseling.

This course is designed to provide an understanding of career development theories and decision-making models that impact the lifelong processes and influences that lead to work values, occupational choices, career path/patterns, decision making style, and integration of self and career identity with pattern of work adjustment. Students will explore vocational, avocational, and educational information sources and systems. Emphasis will be placed on the career counseling process, techniques, and resources, as well as assessment instruments relevant to career planning for diverse populations in a global market economy.

COUN 760. Multicultural Counseling. This course is designed to provide an understanding of the cultural contexts of relationships and counseling issues among diverse people groups nationally and internationally. Culturally appropriate theories and treatment options will be addressed. Emphasis is placed upon experiential learning intended to enhance the student's understanding of self and culturally diverse clients, including an exploration of values, beliefs, biases, prejudices, and the role of advocating for social justice. (Same as IC 650)

COUN 770. Integration of Theology, Religion, and Spirituality in Counseling. Students will critically examine the implications of a Christian worldview for counseling practice. Students will also review the ethical issues relevant to the use of spiritual and religious interventions with individuals, couples, and families are considered, along with current research related to religion and spirituality in counseling.

COUN 790. Mental Health Counseling Integrated in Medical Settings. The skills needed to provide clinical mental health services as a member of an integrated health care team is an emerging competency for mental health counselors. This course will address the theories, techniques, assessment procedures, spiritual concerns and integrated health team roles that a clinician providing services in a primary care, hospital, or clinic environment may encounter. Topics will include an examination of the effect evidence-based and evidence informed practices for behavioral health assessment; brief interventions for children,

adolescents, adults and geriatric adults; psychopharmacology; treating chronic pain; behavioral health for health conditions and collaborative treatment provision with medical doctors and allied health professionals.

COUN 802. Adolescent Development and Counseling.

This course focuses on the significance of the adolescent process in the development of the whole personality with a view toward theories of development. Special interests of study include some of the typical crises categories and designs for healthy transition in the adolescent's interaction with society and with the institutional structures of church, school and family. Biological factors, cognition and creativity, ego identity, sexual development, and the adolescent subculture will also be explored.

COUN 803. Couples Counseling. This course offers an overview of family and other systems theories and major models of family and related interventions, with specific emphasis on couples, marital, and pre-marital therapy. Students will have the opportunity to develop a systems perspective to enhance their understanding of partner dynamics. Ethics, the role of diverse identities, and contemporary trends will also be explored.

COUN 804. Family Systems Counseling. This course offers an overview of family and other systems theories and major models of family and related interventions. Students will have the opportunity to develop a systems perspective to enhance their understanding of family dynamics. Ethics, the role of diverse identities, and contemporary trends will also be explored. Students will participate in experiential application of theories and treatment models. COUN 602 is a prerequisite.

COUN 806. Developmental Issues in Counseling the Elderly. This course is an introduction to the field of gerontology and the treatment modalities and approaches to counseling older adults. Current research knowledge related to gerontology and the aging process will be examined. An in-depth study of the special health needs, chronic illnesses, physiological aspects, and related services as applied to gerontology is presented. Sociological and theological implications will also be examined, as will approaches to counseling the elderly in institutional settings and the role of multicultural understandings on aging. Other topics to

be included are crisis situations, leisure, relocation, retirement, housing, and death and dying.

COUN 807. Substance Abuse and Addictions

Counseling. This course covers a broad survey of human addictive behaviors and addictions counseling. Areas such as chemical, psychological and social aspects of drug use, abuse and dependency, and effects on the family will be covered. This includes but is not limited to alcohol, illicit drugs, and sexual addictions. The discussion of theories, assessments, interventions, counseling techniques and treatment modes will also be emphasized. Various paradigms for addictions and recovery will be analyzed.

COUN 810. Ethical and Legal Issues for Counselors and Other Christian Leaders.

This course combines a brief introduction to general and Christian ethics with a detailed examination of selected critical legal challenges facing today's Christian professional in view of federal and State laws relevant to counselors, and ethics with an emphasis on the Code of Ethics of the American Counseling Association. Students will explore the legal, ethical, and professional choices faced by practicing human service professionals. A wide variety of ethical issues and topics are covered, including (but not limited to) ethical decision making, professional standards, counselor values and attitudes, counselor competence and supervision, client rights and confidentiality, dual relationships, and ethical issues in research and testing. This course also focuses on ethical issues in multicultural counseling, marital and family therapy, group counseling, and issues related to dealing with unethical behavior. Expected student outcome is a broad understanding of ethical issues in counseling.

COUN 890. Internship – Mental Health Counseling.

The counseling internship is the final field experience of the counseling program. Under supervision, the intern completes 600 clock hours of clinical experience in an appropriate counseling setting (of which, at least 240 hours of direct client service). The intern will also have the opportunity to become familiar with professional activities and resources in addition to the direct clinical service. The purpose of the field experience is to provide an opportunity to practice counseling skills in an applied setting under the supervision of an experienced practitioner and under the direction of a Lincoln Christian University faculty member. The student is required to arrange an appropriate internship in an approved counseling

setting. While engaged in an internship, an appropriately licensed or certified therapist will directly supervise the student. The student is required to attend 1 ½ hours/week of group supervision provided by a faculty member or student supervisor. The Clinical Training Coordinator, in conjunction with the field-site supervisor, will monitor and evaluate the activity of the student. Expected student objectives include a successful formal case presentation to the internship seminar group and satisfactory field evaluations. COUN 668, COUN 760, COUN 804, COUN 807, and COUN 892 are prerequisites. This course may be completed in two semesters of 3 hours each or one semester of 6 hours.

COUN 891. Clinical Pastoral Education (CPE).

Clinical Pastoral Education is designed to be a unit of intensely supervised clinical experience in pastoral care and counseling to be taken off-campus at an accredited center for CPE and approved by the LCU faculty. The student is required to arrange an appropriate CPE in an approved setting. Students wishing to pursue chaplaincy are encouraged to check the requirements for their particular group affiliation. CPE units may be completed in two semesters of 3 hours each or one semester of 6 hours. Prerequisites: COUN 600 (3-6 hours)

COUN 892. Counseling Practicum. The counseling practicum is the beginning of the student's supervised clinical training. Under supervision, the student completes 100 hours of clinical experience in an appropriate counseling setting over a minimum 10-week period (of which, at least 40 hours are face-to-face hours of direct client service). The purpose of the field experience is to provide an opportunity to practice counseling skills in an applied setting under the supervision of an experienced practitioner and under the direction of a Lincoln Christian University faculty member. The student is required to arrange an appropriate practicum in an approved counseling setting. While engaged in a practicum, an appropriately licensed or certified therapist will directly supervise the student. The student is required to attend 1 ½ hours/week of group supervision provided by a faculty member or student supervisor. The Clinical Training Coordinator, in conjunction with the field-site supervisor, will monitor and evaluate the activity of the student. Expected student objectives of the practicum include clinical experiences which contribute to the student's growth and development as a counselor. The

placement and service contract must be approved by the advisor, course supervisor, and practicum supervisor. Prerequisites: COUN602, COUN662, COUN663, and COUN810. To enroll in the Counseling Practicum, students must successfully complete a pre-practicum application process. (3 hours)

COUN 894. Advanced Internship. The counseling internship is the final field experience of the counseling program. Under supervision, the intern completes 300 or more clock hours of clinical experience in an appropriate counseling setting (of which, at least two-fifths of the hours are direct client service). The intern will also have the opportunity to become familiar with professional activities and resources in addition to the direct clinical service. The purpose of the field experience is to provide an opportunity to practice counseling skills in an applied setting under the supervision of an experienced practitioner and under the direction of a Lincoln Christian University faculty member. The student is required to arrange an appropriate internship in an approved counseling setting. While engaged in an internship, an appropriately licensed or certified therapist will directly supervise the student. The student is required to attend 1 ½ hours/week of group supervision provided by a faculty member or student supervisor. The Clinical Training Coordinator, in conjunction with the field-site supervisor, will monitor and evaluate the activity of the student. Expected student objectives include a successful formal case presentation to the internship seminar group and satisfactory field evaluations. Prerequisite: Successful completion of COUN 890 Counseling Internship.

COUN 895. Supervised Clinical Ministry.

This two-semester course is a designated alternative to COUN 891 Clinical Pastoral Education. Participating students must be in an active ministry context in which they are accountable for various pastoral ministry functions. Both individual and peer group supervision will challenge the students to evaluate psychological, theological, and pastoral functions. Interpersonal group experience will encourage personal growth and spiritual formation. Enrollment is limited and by special application only. (6 hours)

COUN 897. The Counseling Profession: Clinical Practices Seminar. A course designed for Master of Arts in Counseling students who expect to enter practice as Licensed Professional Counselors. The course covers such topics as pastoral identity in the context of the

mental health community, clinical interviewing and treatment planning, legal and “standard of practice” issues, financial concerns and policies, licensure issues, supervision, and ethical concerns.

COUN 899. Special Issues in Pastoral Care and Counseling. Specialized study of an area of counseling not covered in existing courses. COUN 602 is a prerequisite.

COUN 900. Research in Pastoral Care and Counseling. Individual research under faculty supervision in a particular area of Pastoral Care and Counseling studies. (1-3 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, following the policy guidelines described under “Credit for Prior Learning” on page 68. 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)

Intercultural Studies (Missions)

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)

IC 603. Cultural Insights for Effective Ministry and Missions. An introductory study in applied cultural anthropology, this course is designed to provide students

with basic anthropological insights and practical applications to increase their effectiveness in understanding the culture(s) of their ministry setting(s) in order to more effectively communicate the Gospel of Christ.

IC 611. Cross-cultural Communication. This course is designed to acquaint students with the challenges and complexities involved in cross-cultural communication. In addition to studies on communication theory and culture, particular attention will be given to the unique challenges faced when communicating the Gospel message across cultures.

IC 613 Global Christianity. This course will engage students with the global character of the Church as well as ministry in the multifaith and multicultural context of contemporary society. This will include attention to the wide diversity of religious traditions present in potential ministry settings, as well as expressions of social justice and respect congruent with Christian commitment. (Same as TH 613)

IC 630. Worship in Cultural Context. A study of the impact of culture on worship practices. Emphasis is placed on the relationship between worship and evangelism, and attention is given to choosing appropriate styles for a given context without sacrificing content. Attention will be given to the manner in which various cultures experience God and an understanding of spirituality in the modern/postmodern context. (Same as WS 603)

IC 642. Spiritual Dynamics of Missions.

An examination of the spiritual dynamics that affect both the practice and the practitioner of mission. This course will provide a biblical and practical study on the nature of the spiritual life, the mechanics required to live that life well, and the spiritual forces arrayed against God’s mission.

IC 644. Global Christianity. An examination of the history of Christianity from the beginning of the Church to the present. Emphasis will be placed on people, events, and Church especially involving or affecting Christian missions. (Same as CH 750)

IC 650. Multicultural Counseling. This course is designed to provide an understanding of the cultural contexts of relationships and counseling issues among diverse people groups nationally and internationally. Culturally appropriate theories and treatment options will be addressed. Emphasis is placed upon experiential

learning intended to enhance the student's understanding of self and culturally diverse clients, including an exploration of values, beliefs, biases, prejudices, and the role of advocating for social justice. (Same as COUN 760)

IC 655. Field Experience in Intercultural Studies.

This experience-based course allows students to apply the objectives of the program and participate in intercultural engagement in a practical and substantive way. A proposal for both the practicum and the field supervisor must be submitted to and approved by the program director prior to registering for and starting this course. A minimum of 75 hours of field work are required in addition to one-on-one mentoring and reading/writing on topics related to the field experience.

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

IC 701. Christian Encounter with World Religions.

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

IC 702. Theology of Mission and Evangelism. A study of the theology of Christian mission from the perspectives of the Old and New Testaments, emphasizing principles which bear on our understanding of mission today, especially with regard to the message, the missionary, and missionary practices. Contemporary mission theories and practices will be evaluated in light of a Biblical theology of mission.

IC 710. Engaging Contemporary Mindsets.

An analysis of the development, nature, and "spiritual disposition" of contemporary mindsets in order to facilitate more effective Christian engagement. Within the historical context since the 18th century, the course considers philosophical postures (e.g. Enlightenment modernism, postmodernism, socialism), the impact of science and Darwinism, and the climate of growing secularism. Attention is also given to the concept of a worldview and how it can be used as a comparative tool of analysis on behalf of the Christian faith. (Same as TH 710)

IC 746. Contextualization. An analysis of the theory and practice of contextualization that will introduce students to the prominent theories and researchers within the field, as well as provide an overview of the areas of missions and ministry where contextualization is needed (e.g. theology, teaching, preaching, church planting, etc.).

IC 751. Ministering in the Town and Country Church.

An overview of ministry in the town and country community and church with an emphasis on understanding the varied types of contexts and how each affects pastoral work and strategy. The town and country culture is experienced as well as studied during the class. (Same as LS 751)

IC 899. Special Issues in Intercultural Studies.

Specialized study of an area of Intercultural Studies not covered in existing courses.

IC 900. Research in Intercultural Studies. Individual research under faculty supervision in a particular area of Intercultural Studies. (1-3 hours)

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)

Leadership Studies

LS 602. Theology of Leadership for Christian Ministry. This course seeks to help the student develop a Biblical theology of leadership to inform both the theory and the practice of leadership. Primary biblical themes and metaphors will be explored to see how they impact one's approach to leadership. Such leadership concepts and competencies as strategic planning, organizing, group process and team development, communication and conflict-resolution skills, and leading through change will be emphasized. CM 611 is suggested.

LS 603. Foundations of Chaplaincy. This course provides a foundational understanding of the ministry of Chaplaincy as the ability to minister compassionately to those of your faith, those of different faiths, and those of no faith in the name of Christ within a pluralistic context. The course explores the similarities and differences various contexts of chaplaincy, and introduces the basic functions of a chaplain as spiritual counselor, ethical advisor, and compassionate caregiver.

LS 607. Ministry and Leadership Ethics. This course focuses on the ethics of character and behavior, particularly as they relate to the ministry leader and church staff pastor. Attention will be directed toward the theological foundations for ethical behavior, the

nature of integrity and faithfulness on the part of a minister, the reality of cultural influences upon ethical standards, and specific commitments and behaviors that constitute ethical conduct within a variety of realms of ministry and church life. Case studies will be presented and considered. The intended outcome for each student is the completion a code of ethics appropriate to that student's context.

LS 702. Team-Based Ministry. Ministry is the disciple's response to God's saving grace as well as the result of being empowered by God's Holy Spirit to serve with fellow disciples. This course explores the theology and practice of serving in and through the body of Christ as a team of servant leaders.

LS 704. Leading Through Change. Change in the church is driven by two types of forces: changes in the ministry context that the congregation has no control over and may have no desire for, and intentional changes the leadership determines are desired. The intent of this course is to equip its participants to analyze the changes occurring and needing to occur in their respective ministry contexts, to understand the cultural and institutional forces which may drive or resist change, and to devise effective strategies for leading their respective churches, institutions, or parachurch ministries through those changes while minimizing, mitigating, and resolving conflict. (Same as CE 704)

LS 710. Dynamics of Effective Interpersonal Leadership. A course designed to cultivate effective leadership behavior. Through hands-on experiential learning, peer feedback, and use of real-life case scenarios, participants will understand the dynamics of interpersonal behavior and develop skills to lead more effectively.

LS 751. Ministering in the Town and Country Church. An overview of ministry in the town and country community and church with an emphasis on understanding the varied types of contexts and how each affects pastoral work and strategy. The town and country culture is experienced as well as studied during the class. (Same as IC 751)

LS 752. Leading in the Town and Country Church. A look at how town and country residents think and the spiritual and social tools required to lead them. The course examines the standard issues of church leadership as they apply to the town and country

church. It also touches on the role of the pastor as community leader.

LS 753. Faith Communication in a Town and Country Context. The oral culture and intimacy of the town and country context present a unique set of circumstances for preaching, evangelism, discipleship, and youth and children's ministries. This course explores the ways town and country culture impacts and reshapes the common methods and strategies for communicating the Gospel.

LS 754. Pastoral Care in a Town and Country Context. Pastors in isolated settings find themselves facing a large number of pastoral care issues, some unique to the context, with less help than their suburban and urban counterparts have available. This course looks at some of the stresses town and country life places on pastors and their families as well as those in the church, and explores ways pastors can keep themselves spiritually, emotionally, and physically healthy and thereby able to offer pastoral care to others.

LS 755. Seminar in Town and Country Ministry. Students in this course will research a topic in Town and Country Ministry and present their finds to the class in a collaborative learning environment. The instructor will suggest topics and offer reading lists, and students may suggest topics of special interest.

LS 797. Leadership Ministry and Legal Issues. A study of the legal environment in which the church or parachurch organization presently exists and the legal challenges that its leaders will face now and in the future.

LS 892. Field Experience. Field experience will be structured to expose the student to a variety of ministry contexts and challenges. The experience will serve as a learning lab for analysis and practical application of the ministry courses. A qualified ministry mentor who is embedded in the field experience context will also coach and evaluate the student.

LS 899. Special Issues in Leadership Studies. Specialized study of an area of Leadership Studies not covered in existing courses.

LS 900. Research in Leadership Studies. Individual research under faculty supervision in a particular area of Leadership Studies. (1-3 hours)

LS 905. Field Experience Capstone Project.

The capstone course is a summative, integrative experience of the entire program, including theological and personal reflection on the practical application of the program's content in a supervised ministry context.

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)

NT 605. Advanced New Testament Introduction.

A critical introduction to the background, content, and interpretation of the New Testament corpus, with a focus on historical context, special issues confronting selected books, and making the transition from what the text meant in its initial setting to what it means in a contemporary environment.

NT 610. Greek Basics. An introduction to the basics of the Greek language, with focus on using the language in a ministry setting. In using examples from the Greek New Testament, the course is designed to prepare students to use the basics of the language (e.g., grammar, syntax, the meaning of words, etc.) in interpreting Scripture. NT 611 is a continuation of this course.

NT 611. Greek Exegesis. By building on NT 610, this course will emphasize using the Greek NT 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. Greek proficiency or NT 610 is a prerequisite.

NT 631. Exegesis of a Synoptic Gospel. An exegetical study of a synoptic Gospel in the Greek text with attention to the theological themes, structure, historical setting, its relationships to the other Gospels, and interpretation of selected portions. NT 611 is a prerequisite.

NT 633. Exegesis of the Gospel of John. An exegetical study of the Greek text with attention to the theological themes, structure, historical setting, and interpretation of selected portions. Attention will also be given to the Gospel's relationship to the Synoptics. NT 611 is a prerequisite.

NT 634. Exegesis of the Book of Acts. An exegetical study of the Greek text with attention to the theological themes, structure, purposes, the hermeneutical questions concerning how Acts relates to the contemporary church, and the interpretation of selected portions. NT 611 is a prerequisite.

NT 635. Exegesis of the Pauline Letters. An exegetical study of the Greek text of one or more of the Pauline writings with attention to the theological themes, structures, historical setting, and interpretation of selected portions. NT 611 is a prerequisite.

NT 637. Exegesis of Hebrews. An exegetical study of the Greek text with attention to the theological themes, structures, historical setting, the use of the Old Testament, and interpretation of selected portions. NT 611 is a prerequisite.

NT 638. Exegesis of the General Letters. An exegetical study of the Greek text of one or more of the documents known as the general or catholic letters (James, I-II Peter, I-III John, and Jude) with attention to the theological themes, structure, historical setting, and interpretation of selected portions. NT 611 is a prerequisite.

NT 639. Exegesis of the Book of Revelation. An exegetical study of the Greek text with attention to the theological themes, structure, historical setting, genres, and interpretation of selected portions. NT 611 is a prerequisite.

NT 650. Preaching from the New Testament. A team-taught course designed to provide the student with the skills to interpret and preach responsibly from the books of the New Testament. Greek proficiency or NT 610 is a prerequisite; PR 601 is also prerequisite unless special permission is granted by the instructor. (Same as PR 650)

NT 702. New Testament Use of the Old Testament. An examination of New Testament quotations of the Old Testament in order to understand the New Testament's exegetical and hermeneutical methodology. Greek and Hebrew proficiency are prerequisites. (Same as OT 702)

NT 724. Advanced Greek Readings. This course concentrates on translating more advanced Greek readings from a range of texts including the New Testament, the Septuagint, the Apostolic Fathers, and others. NT 611 is a prerequisite.

NT 725. Aramaic. Study of Aramaic, including Old Testament, Inscriptural Aramaic, Qumranic, and Targumic Aramaic. (Same as OT 725) Hebrew proficiency or OT 610 is a prerequisite.

NT 728. Septuagint. A study of the Greek version of the Old Testament and the Apocrypha, including its origin, transmission, and significance. (Same as OT 728) Greek proficiency or NT 610 is a prerequisite.

NT 741. 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. (Same as OT 741)

NT 754. 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. (Same as OT 754)

NT 808. New Testament Theology. An investigation of the writings of the New Testament that seeks to determine their distinctive theological emphases, ascertain common theological themes throughout the New Testament canon, and situate the findings within a Biblical Theology of both Testaments.

NT 827. History of New Testament Scholarship. An overview of New Testament scholarship from the early church to the contemporary world. The course introduces major figures and themes in the history of scholarship, including biblical authority, methods of interpretation, and the role of the human sciences (e.g. philology, sociology, etc.) in interpretation especially since the rise of historical criticism.

NT 899. Special Issues in New Testament. Specialized study of an area of New Testament not covered in existing courses.

NT 900. Research in New Testament. Individual research under faculty supervision in a particular area of New Testament studies. (1-3 hours)

NT 901. Thesis. The thesis, when chosen instead of an extended research paper in the Master of Arts degree, will be written according to guidelines available from the Seminary office. The student may choose to defend the thesis in an oral exam or make a presentation to a select audience. (6 hours)

NT 902. Thesis Re-Registration. Students not completing the thesis during the semester in which they register for it are required to re-register under the 902 course number each semester until the thesis is completed and approved. (0 hours)

NT 905. Biblical Studies Comprehensive Exam. An independent study based on a prescribed bibliography of important books in biblical studies. In the exam, students will be required to demonstrate the ability to perform exegesis based on original language study (Greek and Hebrew), including the ability to translate a passage. Students must understand, apply, evaluate methods of biblical scholarship, and understand the formation and context of the biblical text. (Same as BI 905 and OT 905).

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)

OT 605. Advanced Old Testament Introduction. An advanced treatment of the date, authorship, unity, historical context, literary characteristics, history of interpretation, theology, and canonical context of each of the books of the Old Testament. Some consideration will also be given to matters of general introduction such as text, canon, and historicity of the Old Testament in general.

OT 610. Hebrew Basics. An introduction to the basics of the Hebrew language, with focus on using the language in a ministry setting. In using examples from the Hebrew Old Testament, the course is designed to prepare students to use the basics of the language (e.g., grammar, syntax, the meaning of words, etc.) in interpreting Scripture. OT 611 is a continuation of this course. (Proficiency available)

OT 611. Hebrew Exegesis. By building on OT 610, 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. Hebrew proficiency or OT 610 is a prerequisite.

OT 702. New Testament Use of the Old Testament. An examination of New Testament quotations of the Old Testament in order to understand the New Testament's exegetical and hermeneutical methodology. Greek and Hebrew proficiency are prerequisites. (Same as NT 702)

OT 723. Advanced Hebrew Grammar. Study of Advanced Hebrew Grammar with focus on syntax and reading of more difficult Old Testament texts and extra-Biblical texts from Qumran and other sources. OT 611 is a prerequisite.

OT 725. Aramaic. Study of Aramaic including Old Testament, Inscriptional Aramaic, Qumranic, and Targumic Aramaic. (Same as NT 725) Hebrew proficiency or OT 610 is a prerequisite.

OT 728. Septuagint. A study of the Greek version of the Old Testament and the Apocrypha, including its origin, transmission, and significance. (Same as NT 728) Greek proficiency or NT 610 is a prerequisite.

OT 731. Exegesis in the Pentateuch. An exegetical study of the Hebrew text of one of the Pentateuchal books with emphasis upon critical issues, theology, and value for the church. The books Genesis, Exodus, and Deuteronomy will be offered in rotation. Hebrew proficiency or OT 610 is a prerequisite.

OT 732. Exegesis of the Psalms. An exegetical study of the Hebrew text of the Psalms. The course will include study of poetic, literary, and theological issues. Hebrew proficiency or OT 610 is a prerequisite.

OT 733. Exegesis of a Prophet. An exegetical study of portions of the Hebrew text of one of the prophets with attention given to critical issues, theology, and value for the church. The books of Isaiah, Jeremiah, and Ezekiel will be offered in rotation. Hebrew proficiency or OT 610 is a prerequisite.

OT 737. Exegesis of Old Testament Wisdom Literature. Exegesis of Proverbs, Job, and Ecclesiastes or one of those books with consideration of the theology, literary forms, and parallel Ancient near eastern literature. Hebrew proficiency or OT 610 is a prerequisite.

OT 741. 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. (Same as NT 741)

OT 752. Preaching from the Old Testament. A team-taught course designed to provide the student with the skills to interpret and preach responsibly from the books of the Old Testament. (Same as PR 652)

OT 754. 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. (Same as NT 754)

OT 808. Old Testament Theology. An advanced investigation of the theological ideas present in the books of the Old Testament in terms of their distinctiveness and complex unity and in their relationship to the New Testament. The course will include consideration of the history of discipline since the time of Gabler to the present and the issues fueling the current debate. A focus on canonical approaches will be central to the discussions.

OT 899. Special Issues in Old Testament. Specialized study of an area of Old Testament not covered in existing courses.

OT 900. Research in Old Testament. Individual research under faculty supervision in a particular area of Old Testament studies. (1-3 hours)

OT 901. Thesis. The thesis, when chosen instead of an extended research paper in the Master of Arts degree, will be written according to guidelines available from the Seminary office. The student may choose to defend the thesis in an oral exam or make a presentation to a select audience. (6 hours)

OT 902. Thesis Re-Registration. Students not completing the thesis during the semester in which they register for it are required to re-register under the 902 course number each semester until the thesis is completed and approved. (0 hours)

OT 905. Biblical Studies Comprehensive Exam. An independent study based on a prescribed bibliography of important books in biblical studies. In the exam, students will be required to demonstrate the ability to perform exegesis based on original language study (Greek and Hebrew), including the ability to translate a passage. Students must understand, apply, evaluate methods of biblical scholarship, and understand the formation and context of the biblical text. (Same as BI 905 and NT 905).

Organizational Leadership

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

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

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

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

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

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

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

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

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

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

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

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)

PH 602. 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.

PH 603. 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.

PH 604. Christianity and the Philosophy of Religion. An examination of the truth-claims of Christianity in the context of religious skepticism and competing worldviews. Topics include the rationality of Christian faith; classical arguments for God's existence; the impact of science; the problem of evil; the identity of Christ; miracles and the resurrection of Christ; and the nature of Scripture. (Same as AP 604)

PH 605. Science, Theology, and Philosophy. An analysis of the connections between science, theology, and philosophy. Consideration is given to the philosophy of science, the relationship between science and religion, different paradigms of biblical interpretation, and various mega-issues of cosmology (e.g. the big bang, the anthropic principle, the age of the universe) and biology (e.g. chemical and biological evolution). Attention is also given to historical and conceptual issues involving creationism, evolutionism, and Intelligent Design. (Same as AP 605 and TH 605)

PH 606. Ethics. A survey and critical analysis of various philosophical and theological approaches to ethics. Attention is given to the nature of ethics, relativism, egoism, utilitarianism, situation ethics, natural law ethics, virtue ethics, Kantian ethics, divine command ethics, and different versions of theological absolutism (unqualified absolutism, qualified absolutism and graded absolutism). Application is also given to contemporary moral issues. (Same as AP 606 and TH 606)

PH 610. Kierkegaard. An examination of the life, thought and writings of the nineteenth century Danish philosopher/theologian/ author Soren Kierkegaard within the philosophical, theological, social and literary

contexts of nineteenth century Europe and Golden Age Denmark with an eye toward his impact and relevance for Christians today. (Same as TH 610)

PH 701. 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 may include (but are not limited to) the works of Descartes, Spinoza, Locke, Hume, Kant, Hegel, and Nietzsche.

PH 702. 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 may include (but are not limited to) works by Peirce, Husserl, Heidegger, Sartre, Wittgenstein, Searle, Levinas, Derrida, and Deleuze.

PH 714. 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.

PH 838. 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 838 and TH 838)

PH 899. Special Issues in Philosophy. Specialized study of an area of philosophy not covered in existing courses.

PH 900. Research in Philosophy. Individual research under faculty supervision in a particular area of philosophy. (1-3 hours)

PH 901. Thesis. The thesis, when chosen instead of an extended research paper in the Master of Arts degree, will be written according to guidelines available from the Seminary office. The student may choose to defend the thesis in an oral exam or make a presentation to a select audience. (6 hours)

PH 902. Thesis Re-Registration. Students not completing the thesis during the semester in which they register for it are required to re-register under the 902 course number each semester until the thesis is completed and approved. (0 hours)

PH 905. Comprehensive Exam. In this examination, students will show their progress in the degree

objectives as appropriate for master's level study. (0 hours)

Preaching

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)

PR 601. Preparing to Preach. A course designed to provide the student with the skills necessary to preach relevant, biblical sermons. Attention is given to homiletical method, biblical and theological content, the contemporary context, and creative methodology. A specialized study of the contemporary context of preaching. Students will examine contemporary thinking, current preachers and possible approaches to preaching to the contemporary listener.

PR 602. Preaching for Contemporary Listeners. A specialized study of the contemporary context of preaching. Students will examine contemporary thinking, current preachers, and possible approaches to preaching to the contemporary listener.

PR 603. History of Preaching. A general survey of the history of preaching, giving special attention to the theological trends, movements, and significant personalities in the preaching tradition from the prophets to the present.

PR 604. Creative Biblical Preaching. A course for those who have previously studied in the field of homiletics. The previous experiences of the students will determine the areas of homiletical thought given attention. Special attention will be given to creative forms and delivery.

PR 650. Preaching from the New Testament. A team-taught course designed to provide the student with the skills to interpret and preach responsibly from the books of the New Testament. Greek proficiency or NT 610 is prerequisite; PR 601 is also a prerequisite unless special permission is granted by the instructor. (Same as NT 650)

PR 652. Preaching from the Old Testament. A team-taught course designed to provide the student with the skills to interpret and preach responsibly from the books of the Old Testament. (Same as OT 752)

PR 660. Leading from the Pulpit. This course explores how to develop a preaching plan that uses biblical proclamation to lead the congregation in accomplishing the church's stated mission, vision, core values, and

specific goals. We examine compelling reasons for planning our preaching, and we utilize various types of sermons in our plan, including expository, doctrinal, evangelistic, apologetic, ethical, biographical, pastoral, narrative, and sermons for special occasions.

PR 661. Preaching and Pastoral Ministry. A course examining the relationship of the pulpit to the life of the church. Issues of preaching as vision casting, leadership development, shepherding, counseling, discipleship, evangelism, stewardship, etc., will be addressed. The relationship of planned preaching to the strategy of the church will be discussed.

PR 750. Theology and Preaching. An examination of the theology of preaching found in Scripture. Attention will be given to the impact one's theological perspective has on the outcome of the sermon. The course will include an evaluation of contemporary preaching methods and their underlying theology.

PR 751. Preaching and Literary Genre. A study of the hermeneutical and homiletical principles involved in preaching a specific biblical literary genre. In any given semester the genre studied might be: narrative, prophesy, poetry, Gospels, epistles, parables, apocalyptic, etc.

PR 752. Preaching in the Bible. A survey of what the Bible says about preaching. Particular attention will be given to the study of the Biblical vocabulary, Biblical sermons, and their implications for the preaching process.

PR 898. Readings in Homiletic Literature. A seminar offering the opportunity for the student to read and discuss contemporary homiletic literature.

PR 899. Special Issues in Preaching. Specialized study of an area of preaching not covered in existing courses.

PR 900. Research in Preaching. Individual research under faculty supervision in a particular area of preaching. (1-3 hours)

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)

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

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

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

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

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

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

SF 607. Readings in Classical and Contemporary Christian Spirituality. Reviews both classical literature

in this field and more contemporary literature from multiple faith traditions, with a focus on critiquing the readings from a biblical worldview.

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

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

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

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

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

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)

TH 500. Religious Sects and Cults.

A survey and analysis of the history, teachings, and influence of religious groups whose beliefs or practices differ significantly from historic Christianity (e.g. Jehovah's Witness, Church of Jesus Christ of Latter Day Saints, Christian Science, New Age, Scientology, Wicca, Rastafarianism, Baha'i). (Same as: AP 500)

TH 600. Systematic Theology. A graduate study of systematic theology, seeking to understand the bases, meanings, and relations of Christian doctrines, with attention to the controversies about and inner unity of the Christian faith.

TH 603. Types of Apologetics. A survey and critical examination of various types of apologetics and their theological connections. Prominent apologetic methodologies and representative apologists are assessed in light of philosophical and biblical considerations. Apologetic systems covered include classical, evidential, presuppositional, existential, reformed, postmodern, and cumulative case. (Same as AP 603)

TH 605. Science, Theology, and Philosophy. An analysis of the connections between science, theology, and philosophy. Consideration is given to the philosophy of science, the relationship between science and religion,

different paradigms of biblical interpretation, and various mega-issues of cosmology (e.g. the big bang, the anthropic principle, the age of the universe) and biology (e.g. chemical and biological evolution). Attention is also given to historical and conceptual issues involving creationism, evolutionism, and Intelligent Design. (Same as AP 605 and PH 605)

TH 606. Ethics. A survey and critical analysis of various philosophical and theological approaches to ethics. Attention is given to the nature of ethics, relativism, egoism, utilitarianism, situation ethics, natural law ethics, virtue ethics, Kantian ethics, divine command ethics, and different versions of theological absolutism (unqualified absolutism, qualified absolutism and graded absolutism). Application is also given to contemporary moral issues. (Same as AP 606 and PH 606)

TH 607. Doctrine of Christ. An examination of the biblical, historical, and cultural issues that have contributed to the Church's past and present understandings of the Person and Work of Christ. Special attention will be given to recent approaches to historical Jesus study.

TH 609. Doctrine of the Holy Spirit. An examination of the biblical, historical and cultural issues that have contributed to the Church's past and present understandings of the Person and Work of the Holy Spirit. Special attention will be given to contemporary evangelical debates over the Spirit's work among Christians today.

TH 610. Kierkegaard. An examination of the life, thought and writings of the nineteenth century Danish philosopher/theologian/ author Soren Kierkegaard within the philosophical, theological, social and literary contexts of nineteenth century Europe and Golden Age Denmark with an eye toward his impact and relevance for Christians today. (Same as PH 610)

TH 613. Global Christianity. This course will engage students with the global character of the Church as well as ministry in the multifaith and multicultural context of contemporary society. This will include attention to the wide diversity of religious traditions present in potential ministry settings, as well as expressions of social justice and respect congruent with Christian commitment. (Same as IC 613)

TH 694. Theology and Film. A study of theology as mediated by cinema. Students will learn the basic

elements of film-making in order to better understand how films communicate meaning, and explore theological themes as communicated through this medium.

TH 701. Modern Theology I. A study of the unfolding trajectory of theological reflection in the modern world- specifically covering the period of the emerging modern world through the nineteenth century. Examined are such thinkers and movements as: the Enlightenment, Kant, Schleiermacher, Hegel, Newman, Romanticism, Kierkegaard, Nietzsche, Neo-Thomism, and Classical Liberalism.

TH 702. Modern Theology II. A further study of the unfolding trajectory of theological reflection in the modern world – specifically covering the period of the twentieth and twenty-first centuries. Examined are such thinkers and movements as: Barth, Bultmann, Tillich, Rahner, Nouvelle Théologie, Liberation Theology, Process Theology, and various Postmodern Theologies.

TH 704. Method in Theology. Through a close reading of Bernard Lonergan's *Method in Theology*, this course is an examination of the human person in the process of practicing theology, progressing from the past into the future and destined for communion with God.

TH 706. History of Christian Spirituality. An investigation into the development of Christian spirituality with special attention to key spiritual masters, developments, and documents. Students will journal their spiritual reflections first through selected sections of Christian spiritual writers throughout the ages and then through the writings of a particular spiritual master. (Same as CE 706 and CH 706)

TH 710. Engaging Contemporary Mindsets. An analysis of the development, nature, and "spiritual disposition" of contemporary mindsets in order to facilitate more effective Christian engagement. Within the historical context since the 18th century, the course considers philosophical postures (e.g. Enlightenment modernism, postmodernism, socialism), the impact of science and Darwinism, and the climate of growing secularism. Attention is also given to the concept of a worldview and how it can be used as a comparative tool of analysis on behalf of the Christian faith. (Same as IC 710).

TH 717. Cultural Hermeneutics. An introduction to the theory and practice of reading "cultural texts" from a

theological point of view, noting the strengths and weaknesses of past and current models of Christian engagement with culture.

TH 720. Bioethical Issues. A theological orientation to and examination of some of the diverse issues addressed in the contemporary field of bioethics, including beginning and end of life issues, quality of life concerns, as well as recent developments in science, justice, public policy, and healthcare. A clinical experience is also a part of this course. (Same as AP 720)

TH 738. Evangelicalism and the Stone-Campbell Movement. An examination of the theological affinities and distinguishing features that mark the Stone-Campbell Movement's relationship to the larger evangelical community.

TH 787. 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 post-modernity (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 and Christian theology.

TH 806. History and Theology of Eastern Orthodoxy. An investigation of the history and theology of Eastern Orthodox Christianity from the beginnings of the Church until today. After surveying the history of Eastern Orthodox Christianity, studies will focus on distinctive theological emphases and practices of Eastern Orthodox Churches. (Same as CH 806)

TH 831. Karl Barth. A study of the writings and theology of the prominent Protestant theologian Karl Barth.

TH 833. The Trinity. A historical and systematic seminar on the central Christian doctrine of the Trinity.

TH 838. 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 838 and PH 838)

TH 861. Modern Eastern Orthodox Theology. A study of the renewal of Eastern Orthodox theology in the twentieth century as seen through the writing of Georges Florovsky and Alexander Schmemmann.

TH 865. Maximus the Confessor. A historical and systematic seminar on the theology of the seventh-century martyr, Maximus the Confessor. The class will study his life and writings, historical importance, and relevance for current theological reflection.

TH 899. Special Issues in Systematic and Philosophical Theology. Specialized study of an area of Systematic and Philosophical Theology not covered in existing courses.

TH 900. Research in Systematic and Philosophical Theology. Individual research under faculty supervision in a particular area of Systematic and Philosophical Theology. (1-3 hours)

TH 901. Thesis. The thesis, when chosen instead of an extended research paper in the Master of Arts degree, will be written according to guidelines available from the Seminary office. The student may choose to defend the thesis in an oral exam or make a presentation to a select audience. (6 hours)

TH 902. Thesis Re-Registration. Students not completing the thesis during the semester in which they register for it are required to re-register under the 902 course number each semester until the thesis is completed and approved. (0 hours)

TH 905. Comprehensive Exam. In this examination, students will show their progress in the degree objectives as appropriate for master's level study. (0 hours)

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)

US 500. 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 students admitted to Lincoln Christian University. Students must pass the online orientation within the designated time frame before proceeding further in their studies.

Worship Ministry

(see page 61 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.

Worship Studies

WS 600. Biblical Principles of Worship. A study of the biblical foundations of Christian worship and its formational value. The student will develop a theology of worship and learn to apply these principles to the content of Sunday worship and to the worshipping life of the congregation.

WS 602. Music, Art and Media in Worship. A course which will aid the student in developing a philosophy of the use of the arts in worship. Attention will be given to using media and technology to enhance the content of corporate worship, as well as to the development of necessary musical skills.

WS 603. Worship in Cultural Context. A study of the impact of culture on worship practices. Emphasis is placed on the relationship between worship and evangelism, and attention is given to choosing appropriate styles for a given context without sacrificing content. Attention will be given to the manner in which various cultures experience God and an understanding of spirituality in the modern/postmodern context. (Same as IC 630)

WS 604. Worship and Spiritual Formation. A course designed to aid the student in developing an understanding of worship as it relates to spiritual growth, discipleship, and pastoral care. Attention is given to private worship, the impact of baptism on the life of the believer, the importance of ritual to community and the practice of the Lord's Supper. (Same as CE 607)

WS 607. Worship in Historical Perspective. A survey of the development of Christian worship from the beginning of the church to the present day. The formational aspects of historical liturgies will be discussed. Attention will be given to recovering traditions that may be useful for enhancing corporate worship in today's culture. (Same as CH 607)

WS 701. Creative Design for Corporate Worship. This course will aid the student in effectively designing Sunday morning worship services, with an emphasis on the formative aspects of communal worship. Attention will be given to biblical content and structure. Several models of worship planning will be examined along with appropriate activities for enhancing congregational worship.

WS 702. Communication in Corporate Worship. This course is a study of the various types of communication in corporate Christian worship. Forms of communication involving the senses of sound, sight, taste, touch, and smell will be explored. Emphasis is placed on the biblical, historical, and theological foundation for varied forms of communication.

WS 704. Worship Leadership as Vocation. This course is designed to aid the worship leader in a look at the difference between a job and vocation. Through the examination of the biblical stories of church leaders as

well as the contemporary writings of business executives, attention will be given to models of leadership both inside and outside the church setting. Drawing on Philippians 2, the underpinnings of humility, transparency, and vulnerability will be emphasized as indispensable to the worship leader. With the vast majority of ministry taking place outside the gaze of the church membership during corporate worship, the student in this course will consider how the aforementioned foundation informs the work of a ministry team. The importance of having difficult conversations, leading meetings, and contributing to a healthy team will be examined.

WS 705. Foundations for Worship Ministry. Through an examination of the biblical, theological, historical, and cultural perspectives on worship, this course seeks to help the students develop the analytical and practical skills to lead in the experiences of worship, giving proper attention to content, structure, and style.

WS 776. Practical and Pastoral Skills for Worship Ministry. This course is designed to address the pastoral dimensions of worship ministry and to hone musical skills. Individual attention will be given in areas of particular concern for each student such as conducting, vocal production, keyboard skills, arranging, sound production, etc. The course meets in an actual church setting and requires travel/ housing to a city other than Lincoln. Class sessions will include visits to area churches and interaction with area music and worship ministers.

WS 899. Special Issues in Worship Studies. Specialized study of an area of Worship Studies not covered in existing courses.

WS 900. Research in Worship Studies. Individual research under faculty supervision in a particular area of Worship Studies. (1-3 hours)

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

This chapter describes a number of academic policies and terms that have been established to help students accomplish their educational goals in an equitable and efficient manner. Further explanations of any of these policies or terms may be obtained from the faculty advisor, the Graduate and Seminary Dean, the Registrar, or the Vice President of Academics.

Academic Appeals

Undergraduate students may appeal an academic decision to the Undergraduate Academic Dean, who may consult with the Vice President of Academics. Graduate students may go directly to 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

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.

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 instructors 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 instructor'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 if 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 instructor.

Academic Terminology

The Graduate and Seminary programs use the following terms in describing and implementing their academic courses, in addition to the other terms and policies used later in this chapter:

- Block Class:** a course that is offered in an all-day format (usually Thursday or Friday) one day each month of the fall, spring and sometimes the summer semester.
- Core Course:** a course required to complete a degree program (see also "Advanced Standing" policy below).

- Credit Hour:** 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.
- Elective:** a course that may be chosen from among one or more areas of study to meet degree requirements.
- Intensive:** a course offered for a one-week period during mid-term break in the fall, in January, spring semester, early August, and some summer school courses.
- Modules:** a number of the courses offered in 8-week blocks.
- Semester:** a 15-week period in the fall and in the spring.
- Seminar:** a course format that stresses peer interaction and group discussion under faculty guidance.
- Student Portal:** the Web-based portal requiring a Web browser and Internet access which allows students to review their academic and financial records as well as register for classes.
- Syllabus:** a document that describes, in some detail, an individual course and its requirements.

Academic Calendar

The 2-year academic calendar is published on the LCU website.

Advanced Standing

Lincoln Christian Seminary grants advanced standing in certain situations. Advanced standing "without credit" allows a student to substitute another course in place of a required (core) course if the student has completed a comparable course with a grade of C or higher, or demonstrates proficiency and the student's faculty advisor approves (MDiv).

Advanced standing "with credit" may reduce the number of credit hours necessary to complete the

degree (MA, MAM) if the student has completed comparable coursework with a grade of “B” or higher. See program descriptions in the Academic Programs section for more specific details.

Advising

Lincoln Christian University believes that personal relationships between students and faculty are crucially important. To that end, each student is assigned a faculty member as an advisor, who meets with him or her as often as needed or desired. The primary purpose of the advising program is to assist students in the development and implementation of their educational and vocational plans, with the faculty advisor also serving as a mentor. An important tool in the academic advising process is the “degree audit” (see more specifics in the Degree Audits section later in this chapter). This form may be accessed through the student portal and indicates what courses or other academic requirements a student has completed and still needs to complete in order to graduate in a certain degree program.

It is the responsibility of the faculty advisor to help the student clarify life goals, develop educational objectives, suggest appropriate courses and other learning experiences, explain institutional policies, and refer students to other appropriate resources as needed. Each student must consult with his or her faculty advisor each semester before registering. It is the responsibility of the student to meet on an ongoing basis with his or her faculty advisor, provide accurate and appropriate information as needed, understand and follow academic requirements and policies, and, when in doubt, ask. Ultimate responsibility for understanding and meeting all academic requirements rests with the student.

For some matters, it may be most appropriate for advisors to refer students to other sources. Institutional sources to which students may be referred include the Undergraduate Academic Dean, the Vice President of Academics, the Registrar’s Office, and the Office of Financial Aid.

Attendance

Students are expected to attend every class session of their courses unless hindered by some reasonable circumstance (e.g. illness, family emergency, ministry/work conflict, or some other extenuating

circumstance). It is the responsibility of the student to notify the instructor as soon as possible of the reason for an absence. Students who are excessively late for class or leave excessively early may be counted absent for the day.

Missing more than 25% of a course will result in the student being withdrawn from the course and immediately assigned a grade of WF (Withdraw Failing). Missing 25% of a course is defined as missing 4 weeks of a 16-week course, or 2 weeks of an 8-week course, or 1 day of a block class, or 2 half days of an intensive week course. Online courses are considered to have been missed if the student fails to submit work or post to a forum during the week. 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 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.

It is the responsibility of the instructor to make clear in the course syllabus (distributed at the beginning of the course) any attendance requirements for that course beyond or at variance with this basic policy. Students who violate any attendance requirements outlined in this policy or a syllabus are subject to any of the following: failure of an assignment, resubmission of an assignment, compensatory work, lowering of the assignment or final grade, failure of the course, and/or dismissal from the class. The final decision as to what action will be taken for missed attendance is up to the instructor, until the amount of the course missed exceeds 25%, at which point the WF is automatic. Students may appeal any faculty decision as outlined under “Appeals.”

Pursuant to Section 1018 of the Veterans Benefits Act of 2020 (Public Law 116-315), the university accommodates short absences 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 Vice President of

Academics 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 USBE expectations for the amount of student work required per credit hour to be earned.

Catalogs

Lincoln Christian University has developed curricular programs and other resources described throughout this catalog to help it accomplish its mission and program goals for its students. LCU cannot guarantee that every student will fulfill the mission or meet all the program goals.

This catalog functions as the official document of all curricular expectations for any given student in any given program. Approval of the curriculum is the responsibility of faculty, under the leadership of the Undergraduate Academic Dean and Vice President of Academics. The Registrar's Office has significant responsibility for managing curricular expectations for all students in a fair and reasonable manner. Management of that process includes online degree audits that the Registrar's Office prepares for each student (and his or her advisor), based on the catalog in effect. Changes in the catalog will be made through online supplements as necessary. 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.

LCU also reserves the right to modify the requirements and regulations in this Catalog, according to the processes it has established.

Changes of Program or Specialization

Students changing from one program or specialization to another should secure a Change of Program form from the Registrar's Office or through Student Resources when you login to the LCU website, get the necessary signatures, return it to the Registrar, and pay the appropriate fee (see "Other Fees and Costs" in Financial Information). 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.

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 Audits

The Registrar's Office maintains degree audits showing progress toward completing a degree or certificate. A student may access his or her degree audit via the student portal. (A degree audit cannot be made until the student has declared a program or specialization.) When a student changes programs or specializations, a new degree audit is prepared.

Distance Learning

Graduate degree and certificate programs are mostly distance learning programs where the entire course of study may be taken online. The Seminary requires students in any of its degree programs to complete at least one half of courses through the Seminary (i.e. not transfers). These hours may be taken in several ways (weekly on-campus classes, week-long intensive classes, block classes meeting one full day a month, or online classes, either synchronous or asynchronous). The MDiv, MA in Ministry, and MA degrees have no residency requirement. All courses in the MAC program must be taken on campus, but up to 15 credit hours of transfer courses may be taken online.

Seminary students are encouraged to work with their advisor to plan the appropriate trajectory of courses to fit their needs. MA (Biblical Studies, Church History/Historical Theology, and Philosophy and Apologetics) students may take up to 12 online courses (36 credit hours).

Students must consult with their advisor to determine the specific classes that can be taken online. The exact number of *available* online courses is dependent upon the particular degree concentration.

See chart below for caps on various delivery methods:

Degree	MAXIMUM			MINIMUM
	Online	Independent Study	Transfer	Residency (On-campus Courses)
MABT	36	Per Prog. Dir.	18	0
MAOL	30	Per Prog. Dir.	6	0
MDiv	75 ⁺⁺	15	36	0
MA in Ministry	36 ⁺⁺	9	18 ⁺	0
MA (Biblical Studies)	36 ⁺⁺	9	18 ⁺	0
MA	36 ⁺⁺	9	18 ⁺	0
MAC	15 [*]	0	15	60

^{*} Total hours allowed will be reduced if advanced standing is awarded.

⁺⁺ The number of hours taken online is determined by the availability of courses offered in an online format.

^{*} Transfer courses only.

Discipline or Dismissal

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 Director of Academics and Student Services, 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.

Educational Rights and Privacy

Lincoln Christian University abides by the regulations of the Family Educational Rights and Privacy Act (FERPA) of 1974. This act governs how student educational records should be handled. Graduate and Seminary students may request to see their educational records by contacting the Registrar's Office.

This information is not released to any outside party without the student's written permission or without a legal cause, unless it is considered "public" or "directory" information (e.g. name, address, phone number, name of specialization, type of program, years enrolled, advisor's name, and/or honors received.) Even "public" or "directory information" will not be released if the student makes a written request to that effect to the Registrar's Office.

Full-Time Status

Undergraduate students enrolled in 12 or more semester hours of credit are considered full-time. Graduate students enrolled in 6 or more semester hours of credit are considered to be full-time except for Seminary students who need to be enrolled in 8 or more semester hours to be considered full-time. Summer term full-time status is considered 6 hours. For those who qualify for Veterans Administration benefits under U.S. Code, Title 38, this same minimum applies.

Grades

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

The following is the University's grading system:

A	Excellent	94-100	4.00
A-		90-93	3.67
B+		87-89	3.33
B	Good	83-86	3.00
B-		80-82	2.67
C+		77-79	2.33
C	Average	73-76	2.00
C-		70-72	1.67
D+		67-69	1.33
D	Passing	63-66	1.00
D-		60-62	0.67
F*	Failing	0-59	0.00
P	Pass		0.00
NP	No Pass		0.00
AU	Audited Course		0.00
FX	Failed Course Repeated		0.00
NG	No Grade Required		0.00
W**	Approved Withdrawal		0.00
WF	Withdrawal After Deadline		0.00
I	Approved Incomplete		0.00

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

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

Graduation Requirements

Students are approved for graduation by the Registrar 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 2.5.
- 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. 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 official transcript. The university holds public Commencement services only in May, though it grants degrees in May, August, and December.

Greek and Hebrew Language Requirements

Proficiency in these languages may be demonstrated by successful completion of the Greek and Hebrew proficiency exams or by the following course requirements: 1) for MDiv students or MA (Biblical Studies) students, successful completion of NT 610 & 611 and OT 610 & 611, and 2) for students in the Master of Arts in Ministry, successful completion of BI 603-604. A student that switches from a program that requires BI 603 & 604 (and who successfully completed those 6 hours) to a program that requires NT 610 & 611 and OT 610 & 611 for 12 hours must take the proficiency exam for NT 610 and OT 610. If a student successfully passes the proficiency exams for NT 610 and OT 610 they can then take an exegesis class. If a student is unable to pass the proficiency exam in either the NT and/or the OT area, that student will then have to take NT 610 and/or OT 610 before being admitted to any exegesis courses. Such students should consult with their faculty advisor for advice on which approach may be best for them.

Honors

To encourage academic excellence, the university recognizes scholastic achievement of undergraduate students 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.

- **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*

Graduate and Seminary students who complete their studies with a minimum grade point average of 3.75 (on a 4.0 scale) are recognized at Commencement as having graduated "with honors" and those with at least a 3.90, "with highest honors."

Incomplete/Withdrawal Policy

Any student who begins an LCU course may drop that course without academic penalty if he or she does so by the last scheduled drop date. After this date, however, any student who is unable to complete a course will receive a "Withdrawal/Failing" or WF on his or her transcript, which is the academic equivalent of a "Failing" or F.

If a student believes that he or she would be able to complete a course if given an additional thirty-day extension, he or she may request an Incomplete. To request an Incomplete, a student must complete an Incomplete request through the Registrar's Office. This form must be turned into the Registrar's Office no later than the final day of the course unless the circumstances requiring the "Incomplete" prevent that timeframe. An Incomplete may be awarded at the discretion of the course instructor, but will only be awarded for extenuating circumstances such as extended illness, a death in the family or the like. If an Incomplete is awarded and the student is still unable to complete the course after the thirty-day extension, the student will receive an F. There is a \$25 fee for each Incomplete granted.

In rare circumstances, a student who would otherwise receive a WF or F may instead be given a simple "Withdrawal" or W. A grade of W is a nullity on the student's transcript in that it avoids the diminished grade point average that would be associated with an F or WF. In order to request a W, a student must complete a Withdrawal Request form from the Registrar and turn it in within thirty days of the final day of the course at issue, unless the circumstances requiring the W prevent that timeframe. A grade of W

will only be awarded for extenuating physical or financial circumstances such as extended illness for mental or physical health, a death in the family, a medical issue of a family member in which the student must become the family member's part-time or full-time caretaker, a sudden or consistent lack of transportation, a significant cost of living increase, or the like, and must be approved by the course instructor offering the course and the Vice President of Academics. 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.

Independent Study/Research

Any student desiring to complete a course through independent study (outside of the classroom) must receive permission from his or her advisor and the course instructor. Independent studies may be completed for an existing course (particularly if a scheduling conflict is involved) or for a course designated as a 900-level (Research in...). See the chart under "Distance Learning" for number of hours allowed in each degree program. A \$100 per credit hour fee is charged for independent study courses *in addition to 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 to active military duty during the semester will receive academic credit and tuition refunds under the following guidelines. First, students leaving during the first $\frac{3}{4}$ of a course (twelve weeks of sixteen-week course, or the first six weeks of an eight-week course, or the first three months of a block course) may withdraw and receive a grade of W (Withdraw), which carries no academic penalty. They are also eligible for a pro-rated refund of their tuition. Second, students leaving during the last $\frac{1}{4}$ of a course (four weeks of a 16-week course, or two weeks of an 8-week course, or the final month of a block class) will be given full credit for their courses and receive grades equivalent to the level of work they had demonstrated prior to leaving so long as at least half of the required work has been completed. The student may request to submit additional work to improve or establish their grades, in which case the instructor must decide what would be appropriate. No refund will be given for students who are issued a grade. Regardless of when a student leaves for active military duty during the semester, he or she must contact the Registrar's Office to withdraw officially from school. 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 they 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 made available to students at the Seminary. It does not discriminate on the basis of race, color, age, physical disabilities, or national and ethnic origin in the administration of its educational policies, scholarship and loan programs, or other programs.

Probation

Undergraduate

(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. 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.

Graduate & Seminary

Lincoln Christian University imposes two kinds of probation: academic and social. For graduate and seminary students, academic probation occurs when a student in a degree program fails to achieve a minimum cumulative grade point average of 2.5 for master's students (on a 4.0 scale) at the end of any given semester. When that occurs, the Registrar's Office notifies the student in writing and warns the student that he or she has one semester to improve his or her cumulative grade point average to at least the minimum requirement. Academic probation may also be imposed by the Graduate and Seminary Dean for violation of an academic policy (e.g. plagiarism), in which case the conditions of probation will be described to the student in writing. Any student with a cumulative average below .70 will face immediate academic dismissal, with no probation period. Please note that students placed on academic probation may be eligible for only one additional semester of financial aid.

Social probation may occur when a student violates a regulation or policy in the Graduate Student Handbook (e.g. immoral behavior). The Vice President of Academics may impose social probation, in which case the conditions of probation will be described to the student in writing. A student may appeal any decision to impose probation under the guidelines listed under "Academic Appeals" on page 65.

Proficiency or Placement Exams

Two types of proficiency exams are available to undergraduate students: 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. 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.

Writing and Research

All incoming graduate students will take a proficiency test in order to determine their ability to do graduate level research and writing. This test is taken online after the student has been accepted. The grade on this test will result in one of the following:

1. A determination that the student has sufficient skills to move forward in the program.

2. A determination that the student's skills are adequate to move forward, but has deficiencies that need to be addressed; an assessment of the necessary improvements will be provided for the student, who will take responsibility for learning the appropriate skills.
3. A determination that the student's skills are in need of improvement and that he or she must work with a graduate tutor for the current semester or hire a private tutor. Failure to secure a tutor will result in the inability of the student to move forward in his or her degree program.

Greek & Hebrew

The requirements for Greek and Hebrew may be met by passing a proficiency exam. Contact the Academic Office for more information.

Repeated Courses Policy

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

- For a failed course passed in a subsequent retake, the previous F(s) will be replaced with an FX. Therefore, only the higher grade will count towards the cumulative GPA. For a failed course failed in a subsequent retake, all F's count towards the cumulative GPA.
- For a passed course which was also passed in a subsequent retake, only the most recent grade will count towards the cumulative GPA whether it is 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.

MAC students will be advised by faculty as to their options to successfully progress in their program of study. A counseling course (COUN) may be repeated only once, and only two counseling courses may be repeated and the student remain in the program.

Residency

The term residency refers not to where the student lives, but to courses taken with the student physically present on the main campus or at an additional location. At least 30 hours of any Bachelor of Arts degree program must be completed through course

work offered by the university. Some Graduate and Seminary programs have residency requirements. The Seminary requires students in any of its degree programs to complete at least one half of courses through the Seminary (i.e. not transfers). These hours may be taken in several ways (weekly on-campus classes, week-long intensive classes, block classes meeting one full day a month, or online classes, either synchronous or asynchronous). The MDiv, MA in Ministry, and MA degrees have no residency requirement. All COUN courses in the MAC program must be taken on campus, but up to 15 credit hours of transfer courses may have been taken online. Students may appeal the residency requirement to their faculty advisors in the case of special circumstances. (See chart under "Distance Learning" on 48).

Schedule Changes

To add or drop a course during periods of online registration, students may complete the desired change through their student portal. No fees result from making changes during this period. Changes made after this period are done by contacting the Registrar's Office. These changes result in a fee charged to the student's account if requested after the full refund period. 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" in Financial Information). Failure to officially withdraw from a class will result in the assignment 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 the Academic Dean.

Shared Credits in Two Degree Programs

Students may complete two graduate or Seminary degrees at the University provided they meet two basic guidelines: 1) they must complete the requirements for each degree, and 2) one half (18-hour minimum) of class work must be completed for the second degree. The longer of the two degrees must be completed in its entirety. For example, students desiring to complete a 75-hour Master of Divinity and a 36-hour Master of Arts program must meet all degree requirements for each program, completing at least 93 hours total (75 for the MDiv and 18—half of 36—for the MA). Students

pursuing a second degree beyond the Master of Divinity degree are eligible for a 15% tuition discount on any hours required after the first 75 hours. Please notify the Financial Aid office when registering for such hours to ensure that the 15% tuition discount is applied (after the first 75 hours).

Special Needs

Lincoln Christian University accepts students who meet its admission requirements without regard to disability. Reasonable accommodations are provided for all students with special needs who self-disclose sufficiently in advance and who provide official documentation of that special need.

Time Limitations

As a general rule, degree programs should be completed within twice the amount of time normally required with full-time study. For example, a Master of Arts degree should be completed within four years (10 terms). Students may petition for additional time for extenuating circumstances (see also the “Satisfactory Academic Progress” policy in Financial Information for financial aid limitations).

All course credits used toward the MAC degree should be earned within 10 years of the completion of the degree.

International students who have never been on probation or dismissed, need an extension due to failed courses, and don't 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. Official transcripts will be withheld from any students or alumni whose accounts are not paid in full. However, such persons may receive unofficial transcripts through the process described above. Employers or prospective employers may request official transcripts directly from the Registrar's Office with written consent of the student/alum. Such requests will be honored, regardless of the person's account balance.

Transfer Courses after Enrollment

For students currently enrolled at LCU, all transfer credit replacing courses in the major must be preapproved by the student's advisor, program director, and Registrar. All other transfer credit must be preapproved by the academic advisor 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 Director of Accounting. 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 Credits

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

1. Documentation through an official transcript
2. Demonstrate appropriate quality (i.e. from an accredited institution with final grade of at least a C)
3. Classes are at a comparable level (e.g. a freshman-level class is not comparable to a senior-level class)
4. Fulfill requirements for the student's chosen program at LCU
5. Meet any applicable residency requirements

All transfer of credit decisions are made by the Registrar using the above criteria. The Registrar may consult with various faculty as needed to provide appropriate flexibility and fairness. Credits from non-accredited institutions may be considered if the student can provide sufficient documentation (e.g. syllabus and assignments) to verify the appropriate quality of the credits. No more than half of the total hours required for any degree program may be met through transfers, but the residency requirement must still be met. Students may appeal a transfer of credit decision to the Academic Dean if they feel their request was denied unfairly.

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

Students who are seeking to transfer into the MAC program from another institution may be able to transfer up to 15 semester hours of credit for classes from the following subject areas: human development, substance abuse, career counseling, assessment, or research and evaluation. Two elective subjects that are not part of the MAC core curriculum may be considered for transfer as well. Hours from a CACREP accredited program are preferred. Both CACREP and non-CACREP course work will be reviewed by the MAC faculty for acceptance or denial. Prospective students are responsible to send the syllabus for any classes for which they are seeking transfer credit. Regardless of the transferring school, only credits that obtained a class grade of "B" or better will be accepted.

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.

ENROLLMENT PROCEDURES

www.LincolnChristian.edu/enroll
 enroll@LincolnChristian.edu
 888.522.5228 (phone)
 217.732.4199 (fax)

Enrollment Policy

Lincoln Christian University admits Christian men and women who desire an 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's mission. All candidates should show support of our mission.

In evaluating student credentials, Enrollment Services strives to determine the students' 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 the deadline may be deferred to the next term of enrollment.

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

- A completed application for admission.
- A personal essay as indicated on the application for admission.
- **Undergraduate Applicants:** 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.

- 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.
- **Graduate Applicants:** Official transcript(s) of all graduate credits attempted from any college or university attended as well as an official transcript showing the award of an accredited baccalaureate degree (or its foreign equivalent).
 - Applicants without an accredited baccalaureate degree are not required to provide evidence of such with at least 9 semester hours or more of accredited masters-level credit and a cumulative GPA of 2.50 or higher. (See the Non-Bachelor's Provision if possessing no baccalaureate degree and not meeting the masters-level credit and GPA requirement.)
 - LCU reserves the right to require official transcripts from all institutions attended.
 - Any college/university work completed outside of the United States must be submitted to an LCU-approved accrediting/review agency for certification and evaluation. A comprehensive course by course evaluation may be required.
 - Note that a transcript evaluation is not required for certain LCU-approved institutions. A list of those institutions is available from the Registrar's Office or the Enrollment Office.
- A reference/recommendation form is required for undergraduate applicants. Two references/recommendations are required for graduate students.
 - Family members may not serve as references.
 - Additional references may be required at the discretion of the Enrollment Services Office.
- A phone interview for applicants to the MA in Counseling, MA in Organizational Leadership and MA in Bible and Theology.

- Applicants for whom English is not their first language are required to submit official score reports from the Test of English as a Foreign Language (TOEFL) and/or International English Language Testing System (IELTS). Reports should be sent directly to Lincoln Christian University.
 - The exam must have been taken within the last three years prior to application for admission. Only one of the tests is required, provided the score has met the minimum requirements.
 - The minimum required scores are as follows: TOEFL 71 (undergraduate), TOEFL = 75 (graduate) (or its equivalent for non-internet exam takers), IELTS = 6.0. 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 the United States where English was the language of instruction;
 - Completed an entire post-secondary degree from an institution in an approved country where English was the language of instruction;
 - Undergraduate Applicant: 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
 - Undergraduate Applicant; 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, and the United Kingdom.

When all required admission materials are on file, the Enrollment Services Office 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.

Additional Information:

- Admission decision are made on a rolling basis throughout the year.
- All application materials 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.
- Undergraduate Applicant: 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 2021, the earliest semester they could seek enrollment in would be Spring 2022). 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 a specially appointed committee. Applicants will be notified in writing of the appeal decision.

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 applicant 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.
- Applications submitted after these dates may be delayed.

Admissions Materials

In addition to the ordinary admission materials required for all graduate and Seminary applicants, international students need to provide:

- Transcripts in their original language along with an official certified English translation.
- Any undergraduate college/university work that resulted in a conferred degree at an institution outside of the United States (and ALL graduate college/university work, regardless if a degree was earned or not) must be submitted to an LCU approved agency for certification and evaluation. A comprehensive course by course evaluation is required for undergraduate work; a document by document evaluation is sufficient for graduate work.
 - Approved agencies include, but are not limited to:
 - World Education Services (www.wes.org)
 - Educational Credential Evaluators, Inc. (www.ece.org)
 - Josef Silny & Associates (www.jsilny.com)
 - InCred (www.incredevals.org)
 - SpanTran (www.spantran.com)
 - Please contact the University's Registrar for prior approval before attempting to use an agency not listed above.
 - Note that a transcript evaluation is not required for certain LCU-approved institutions. A list of those institutions is available from the Registrar's Office or Enrollment Office.

- A statement of financial responsibility form and corresponding bank documents and/or affidavits of financial support. Students may be admitted to the University prior to LCU's receipt of documentation of ability to pay educational expenses, but LCU will not issue an I-20 until such evidence has been provided.
- Any international student desiring to receive credit from LCU in transfer from another college or university in the United States will need to ask the international advisor at your sending school to complete the transfer student information form and provide a copy of your current I-20 and I-94 documents.
- International applicants will also need to submit a copy of a valid passport.
- For those international applicants already in the United States, a copy of your current visa page is also required.

Deposit

The I-20 document for obtaining the F-1 student visa will be issued to admitted students when a minimum deposit of \$2,000 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 the 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 the student is denied a visa.

Non-Bachelor's Provision

A small number of students who have not completed an undergraduate degree, or who have completed a degree from an unaccredited college or university may be admitted to any graduate program. (This policy is not applicable to any students who have previously-earned graduate credit, per application process requirements on p. 58.) Consideration will be given to applicants who meet the following criteria:

- Over 30 years of age
- Minimum of 10 years of work experience
- Minimum of three years of full-time or five years of part-time vocational ministry experience.
- Complete the Bible knowledge proficiency exam with a score evidencing adequate proficiency.
- Submission of a detailed account of ministry experience.

- Submission of a 5-8 page research paper demonstrating research and writing skills sufficient for graduate work.
- The student may be admitted conditionally; those who fail to earn at least a B- on each course they attempt will be subject to dismissal.
- Contact the Vice President of Academics for specific guidelines for ministry report and research paper.
- Submission of all other application materials including: application essay, any official transcript(s) from previous college coursework, and two character references.

Criminal History Check

All applicants must disclose any criminal history as part of the application process. A written statement explaining the circumstances, dates of incident(s) and charge(s) is required. Review of an applicant's criminal history will focus primarily on ensuring the safety of the LCU community. In some cases, particularly in the case of felonies or crimes of violence, a criminal history check and an interview may also be required. 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 of Academics and Director of Enrollment.

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 or baccalaureate degree).

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. If a graduate student is admitted on probation a minimum 2.5 cumulative GPA or satisfactory academic progress as determined by the Vice President of Academics will be required to continue at LCU.

Additionally:

Any undergraduate 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 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.

The "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.

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.

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 and is not currently enrolled as a student elsewhere. Often these are students who have degrees but want to take additional classes for personal or professional development. Any student desiring to apply as a non-degree seeking student must submit an application for admission indicating non-degree seeking status and a final transcript showing a high school graduation (undergraduate) or a completed undergraduate degree (graduate). LCU's 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 coursework. After 9 credit hours of coursework students must formally apply as a degree seeking student. Some class prerequisites may apply and students must adhere to academic policies and student life guidelines in place at the time of enrollment.

Undergraduate students currently enrolled at Lincoln Christian University may take up to two graduate courses during their final year (prior to the internship semester). The student must have a B average or higher, provide recommendation from a current LCU faculty member (in consultation with the Graduate and Seminary Dean) and secure permission from the professor of the desired course.

BA-MAOL 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
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 that does 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.

Guest Students

Students currently enrolled at another institution desiring to take a class at Lincoln Christian University to transfer back to their primary institutions 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 institutions.

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

Any student desiring to apply as an audit student must submit an application for admission indicating audit status. Please refer to the tuition and fees schedule for 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.

Advanced Placement (Undergraduate)

Lincoln Christian University accepts placement opportunities through several programs including AP and CLEP tests. Please see page 73 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.irs.gov or from the nearest Veteran Affairs Office (VA). Specific questions concerning unusual programs should be directed to the Veteran's Administration. General questions concerning application for veteran's benefits may be directed to the LCU Financial Aid Office.

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).

Military veterans who are not eligible for veteran's assistance can receive a scholarship of \$100 off per credit hour of tuition.

Re-Enrollment

Students who have not been enrolled at LCU for 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 their absence will be required to submit official transcripts before an admission decision will be made. New references are also required. The Enrollment Services Office will not make a decision on a student applying for re-enrollment if there are any holds on their file, including student development, health services, academic, or student account holds. These should be resolved before re-enrollment. Re-enrolled students must follow the academic catalog in effect at the time of re-entry.

Health Requirements

Any student on-campus, taking more than a half-time course load, per semester; or enrolled in the MAC program, must submit two health forms and one updated immunization record which is maintained confidentially by the Director of Academics and Student 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.

FINANCIAL INFORMATION

Tuition

Lincoln Christian University has established the following rates per credit hour for graduate and seminary tuition. These rates are subject to change at any time. At the time of publication of this catalog, the tuition rates for the 2022-2023 academic year are:

Tuition	\$494
Tuition for MAC	\$561
Tuition (per audit hour)*	\$50

Please note that the tuition per credit hour above for particular programs may be reduced through a variety of scholarship opportunities that the University provides to qualified persons.

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

Other Fees and Costs

In addition to the basic tuition rates described above, the University charges the following fees:

Change of Major	\$10
Change of Schedule	\$10
Deferred/Late Payment Fee (per month)	\$35
Graduation Fee (Registrar's Office only, other fees may apply)	\$50 (\$10 for certificate)
Incomplete Grade (per class)	\$25
Independent Study Fee (per credit hour)	\$100
International Student Insurance (per school year)	\$500-1000 (depending on age)
Late Intent to Graduate Fee	\$25
Late Registration	\$35
LEAP	50% discount per credit hour
Library Binding Fee (for thesis) – two copies for the library collection. Personal copies are extra.	
Thesis (0-120 pages)	\$80
Thesis (120+ pages)	\$100
Music Lesson fee	\$100 per credit hour
On-campus Science Lab Fee	\$5
BI 603 Interpreting the Old Testament	\$300 (for Logos)
COUN 602 Basic Counseling Techniques	\$30 (video lab fee)
COUN 730 Neuroscience and Counseling	\$35
COUN 751 Career Development Counseling	\$25
CPL 101	\$150.00
OL 607 Interpersonal Leadership for Organizational Effectiveness	\$45 (testing materials)
SC 159 NET	\$25 lab kit
SC 175 NET	\$25 lab kit
US 098 Orientation to LCU	\$100
US 500 Orientation to LCU	\$100
Proficiency Exam Fee	\$25
Registrar's Fees (change of program, schedule change after refund period)	\$10
Spouse Audit fee	\$25 per semester
Technology Fee; MAC students are excluded	\$50 per semester
Thesis and Extended Research Paper Re-Registration Fee	\$100
Transcript Copy	\$7.50 electronic/\$10 paper
Transcript Request (overnight)	\$35

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

- 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.

Payment Policy

Upon registration, each student can access the student portal to view and print a ledger of the amount of tuition, fees, and any other costs that are due. Two basic payment options are available to new or returning students:

1. Full payment at the time of registration, or
2. Monthly payment plan. If you are not able to immediately pay your account balance in full, LCU offers the opportunity to spread your bill over several interest-free monthly payments by enrolling in a payment plan. With this option, you may budget your tuition and fees one of two ways:
 - **Automatic Bank Payment (ACH):** ACH payments are those payments you have authorized LCU to process directly with your financial institution. It is simply a bank-to-bank transfer of funds that you have preapproved 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:** 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.

Returning students who have not paid their account in full will not be allowed to register.

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 contacting the Registrar's Office.

Withdrawing from the University

Students withdrawing from the institution may receive a reduction of charges incurred prior to completing 60% of the semester. This refund applies to any tuition 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 FSE)G

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. Thursday block classes, intensive weeks, and 8-week courses). Students withdrawing from one or more 15-week course, 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 Undergraduate Academic Dean or Vice President of Academics. Refer to Incomplete/Withdrawal policy on page 71 for details.

Refunds and grades for dropped courses less than 15 weeks in length (i.e. Thursday block classes, intensive weeks, and 8-week courses) are based on the following progressive schedule. ***Except for the first item below (which requires no contact with any on-campus office)***, all refunds are based on the date of the official contact (office visit or email).

1. Courses dropped *during the online registration period* are not billed so there is no refund necessary. All such dropped courses are deleted from the record with no grades given. Students do NOT need to contact any office during this period, since all drops (or adds) can be done online by the student through the student portal. Online registration periods typically are open for a few weeks mid-way in 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.
2. 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 course, 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.
3. 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.
4. Courses dropped *after the third class session* (e.g. after the third Monday class for all Monday evening courses, or after the third week for online courses) are not eligible for any refund. Grades of WF are recorded on the transcript for all classes

dropped during this time. The only exception is that a grade of W may be granted (but no refund) in courses for students with extenuating circumstances (e.g. extended illness), but students must appeal by completing a Withdrawal Request form from the Registrar, and turn it in within 30 days of the final day of the course.

Financial Aid

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

Lincoln Christian University's Financial Aid Office coordinates federal, state, institutional, and private financial aid programs. Federal and Illinois state grants are available to undergraduate 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.

Graduate students are also encouraged to complete the Free Application for Federal Student Aid (FAFSA) to determine eligibility for institutional need-based financial assistance. To qualify for financial aid, students must be fully admitted as degree-seeking students, must be enrolled at least half-time, and must make satisfactory academic progress.

Satisfactory Academic Progress for Financial Aid

Federal and state 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 financial aid 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.

Undergraduate after 1 semester	1.50
Undergraduate after 2 semesters	1.75
Undergraduate after 3 semesters	2.00
MA/MDiv students	2.50

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.

Maximum Time Frame Requirement – Financial aid eligibility is terminated at the point when total hours attempted equals 150% of the total degree hours (i.e. 12 hours required x 150% = 180 or 36 hours required x 150% = 54 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 – Students 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 requirements are 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.

Grants (Undergraduate)

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

Lincoln Christian University awards a number of scholarships to qualified students. These scholarships include both endowed and institutionally funded awards. Criteria vary depending upon the particular scholarship and are based in general upon a student's academic ability, spiritual maturity, and ministerial potential. Applications and additional information regarding scholarships are available from the Financial Aid Office. A Free Application for Federal Student Aid (FAFSA) must be submitted prior to consideration for financial aid (see studentaid.gov).

Freshman Academic Scholarships (Undergraduate)

- 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 (Undergraduate)

- 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 (Undergraduate)

- Awarded to National Merit, National Achievement and National Hispanic Scholar Semi-Finalists and Finalists who designate LCU as their chosen school
- Guaranteed minimum award of \$6,000
- Full-time enrollment required

Restoration Scholarship (Graduate)

Awarded to a limited number of first-time, full-time Master of Divinity students based on academic ability (minimum 3.5 GPA required), spiritual maturity, leadership ministry potential, and active membership in a church affiliated with the Restoration Movement.

- Tuition scholarship of 12 credit hours annually
- Recipients must register for 9 credit hours each semester to be eligible
- Recipients must maintain a 3.0 GPA each term to renew award
- A separate application is required; priority consideration given to applications submitted before March 1

President's Scholarship (Graduate)

Awarded to a limited number of first-time, full-time master's students based on academic ability (minimum of 3.5 GPA required), spiritual maturity, and leadership ministry potential.

- Tuition scholarship of 9 credit hours annually
- Recipients must register for 9 credit hours each semester to be eligible
- Recipients must maintain a 3.0 GPA each semester to renew award

- A separate application is required; priority consideration given to applications submitted before March 1

Dean's Scholarship (Graduate)

Awarded to a limited number of first time, full time Master's students based on academic ability (minimum 3.0 GPA required), spiritual maturity, and leadership ministry potential.

- Tuition scholarship of 3 credit hours annually
- Recipients must register for 6 credit hours each semester to be eligible
- Recipients must maintain a 3.0 GPA each term to renew award
- A separate application is required; priority consideration given to applications submitted before March 1

Other Scholarships/Grants/Award Programs

Church Matching Scholarship (Undergraduate)

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 (Undergraduate)

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
- Must be in good standing with SEVIS with a current F-1 student visa or other non-immigrant status
- Recipients must maintain a 2.5 GPA each term to renew award

Buy 3; Get 1, 50% Off (Undergraduate)

- 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 (Undergraduate)

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 (Undergraduate)

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 toward full-time enrollment.
- \$500 annual award toward full-time enrollment
- Verification of work in the Christian service field in the form of affidavits or pay stubs may be requested

60+ Grant (Undergraduate)

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

Red Lions Community Scholarship (Undergraduate)

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

LCU Graduate Scholarship

Awarded to students who have received undergraduate, graduate, and/or seminary degree(s) from LCU, LCCS, or LBI.

- 15% tuition award
- Must enroll in 6 hours or more each semester
- Recipients must maintain a 3.0 GPA each term to renew award

International Scholarship (Graduate)

Awarded to students from countries other than the U.S. on the basis of academic achievement, leadership, financial need, and mission.

- Up to 15% tuition

- Must enroll full time and be in good standing with SEVIS
- Must be in good standing with SEVIS with a current F-1 student visa or other non-immigrant status

Servant Leader Scholarship (Graduate)

Awarded to first-year students enrolled in any master's degree program.

- \$500 annual award
- Must be in 6 hours or more each semester; disbursed over two semesters
- Recipients must maintain a 2.5 GPA each term to renew award

Veterans Scholarship (Undergraduate and Graduate)

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 veteran's ID card.

Endowed Scholarships

Alumni and friends of Lincoln Christian University have established scholarships for graduate students who have at least a 2.5 GPA. Scholarship decisions are made on the basis of academic achievement, Christian character, commitment to ministry, and financial need.

- The application for the endowed scholarship program is due by March 1
- Other restrictions may apply

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.

Graduate Award Policy

Institutional grants and scholarships are designed to assist all graduate students. It is LCU's policy that

graduate students can only receive one institutional award (the highest of which they are selected and/or qualified for). The Endowed Scholarship Program is an exception to this award policy and may be combined with other awards.

Maximum Award Policy

In no case will a student receive more in grant and scholarship assistance than the full-time tuition costs. Grant and scholarship assistance used to pay tuition costs include institutional, private, federal, and state programs. Any outside/private scholarships will be applied toward tuition costs. Private scholarships that are not designated as tuition-only awards may be used towards student housing costs at the discretion of the Director of Financial Aid. Awards are limited to the total number of credit hours required for the specified degree.

Outside/Private Scholarships

Scholarships or grants received outside of federal, state, or institutional aid must be reported to the Financial Aid Office. Adjustments may be made to your financial aid package and institutional awards if the additional assistance causes you to receive more financial aid than actual tuition costs (see maximum award policy).

For more information on the institutional, federal, and state programs listed above including eligibility requirements, application information, deadlines, and scholarship details, please contact the Financial Aid Office at 217.732.3168 or 888.522.5228.

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. 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 connecting with a ministry. A listing of open ministry positions is available on the LCU website under "Churches."

Student Loans

The Financial Aid Office administers the William D. Ford Direct Loan program for Graduate and Seminary students. A student must complete the Free Application for Federal Student Aid (FAFSA) to determine loan eligibility. Lincoln Christian University's federal school code to be used on the FAFSA is 001708. Visit the FAFSA website at studentaid.gov. Students are urged to be good stewards of their finances in applying for loans, given the limited financial compensation typically associated with leadership ministry.

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 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).

ADMINISTRATION & 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 2022-2023 are:

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
Tanner Green, DMin	Warwick, RI	Regional Director of Church Planting
Gene Harker, MD, PhD	Indianapolis, IN	Physician
Warren Knoles	Springfield, IL	Civil Engineer
Silas McCormick, JD, PhD	Sherman, IL	LCU President
Tamsen Murray, PhD	Oklahoma City, OK	Professor and Higher Education Administrator, Board Chair
Dan Veselsky	Whitestown, IN	Corporate Managing Director
Erica Vinson	Effingham, IL	Certified Professional Life Coach

Administration

The administration, faculty, and staff of Lincoln Christian University are here to serve students. Listed below are a number of key persons and key offices that may be of special value to graduate students. Please feel free to contact them as needs arise.

President	Dr. Silas McCormick, JD, PhD
Vice President of Academics; Graduate and Seminary Dean	Dr. Melinda Thompson, MAR, PhD
Vice President of Alumni & Advancement	Brady Cremeens, MA
Vice President of Operations	Danielle Fields, MBA, EdD
Special Assistant to the President; Assistant Professor of Preaching	Brian Lowery, MDiv

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 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 College
MDiv, Lincoln Christian Seminary
CSA, 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 JOHNSON (Seminary)

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 Spiritual Formation
AB, Lincoln Christian College
MA, Lincoln Christian Seminary
MA, Friends University
MDiv, Lincoln Christian Seminary
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 McCORMICK

President
Associate 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 MESSNER

Acting Dean of Lincoln Christian College
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 at Urbana-Champaign

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
Graduate and Seminary Dean Emeritus
AB, Lincoln Christian College
MDiv, Lincoln Christian Seminary
DMin, Bethel University

Faculty Emeriti

JAMES D. ALLISON

BSM, Lincoln Christian College
MMus, 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

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

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MMus, Illinois State University

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

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MA, Lincoln Christian Seminary
MS, Indiana University
MDiv, Lincoln Christian Seminary

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MA, Lincoln Christian Seminary

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MA, Southern Illinois University at Carbondale
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PhD, University of Illinois at Urbana-Champaign

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DMin, Lincoln Christian Seminary

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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. VERKRUYSSE

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

NEAL WINDHAM

AB, Lincoln Christian College
MA, MDiv, Lincoln Christian Seminary
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
Classes Begin	Mon., Aug. 22
First 8 Week Session	August 22 – Oct. 14
Convocation	Tues., Aug. 23
Labor Day (no classes)	Mon., Sept. 5
Last Day to Drop a Semester-long Class	
With Refund	Mon., Sept. 5
Without Refund	Mon., Sept. 19
First Grading Period Ends	Fri., Oct. 14
Fall Break	Oct. 15-23
Intensive Week #2	Oct. 17-21
Second 8 Week Session	Oct. 24 – Dec. 16
Spring Registration	Oct. 31 – Nov. 22
International Conference on Missions	Nov. 3-6; Columbus, OH
Thanksgiving Break	Nov. 23-27
Final Exams	Dec. 12-15
Last Day of Semester	Fri., Dec. 16
SPRING SEMESTER	2023
Intensive Week #1	Jan. 2-6
Classes Begin	Mon., Jan. 9
First 8-Week Session	Mon. Jan. 9 – March 3
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
Spring Break	March 4-12
Intensive Week #2 & Intensive Week	March 6-10
Second 8-Week Session	March 13 – May 5
Summer and Fall Registration	March 20 – April 14
Easter Break (no classes; except for Monday night MAC courses)	April 6-10
Final Exams	May 1-3
Last Day of Semester	Fri., May 5
Commencement (10 a.m.)	Sat., May 6
SUMMER SCHOOL	2023
Class Sessions	May 8 – Aug. 11
Memorial Day (offices closed)	Mon., May 29

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