



LINCOLN CHRISTIAN  
UNIVERSITY



2023-2024  
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.***

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

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

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.

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.

## 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 help LCU students succeed in their coursework and ministry and is committed to serving you regardless of your location. Once students know their LCU username and password and have an LCU ID card, the following resources can be accessed as described.

**Not on Campus?** Use our library website to access electronic books, journals, and so much more from anywhere you access the Internet!

**Need a Print Source?** Check out items in person at the Jessie C. Eury Library or request the book that you need. Books may be picked up at any I-Share Library in Illinois when you have an LCU ID card or mailed to your home in the continental United States.

**Do You Need a Scan?** If you need just a section of any print source such as a commentary, a single chapter, or a journal article, request a copy using Get It! All scanned copies are sent to your LCU email address.

**Ask-a-Librarian:** No matter the question or your location, you can contact the Library. Students are encouraged to book a research appointment to meet with the 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.lincolncchristian.edu/library](http://www.lincolncchristian.edu/library).

## University Accreditation

### Higher Learning Commission

230 South LaSalle Street, Suite 7-500  
Chicago, IL 60604  
800-621-7440  
[www.hlcommission.org](http://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](http://www.ats.edu)

- The following degree programs are approved:  
MDiv, MA in Counseling, MA in Ministry, MA in  
Biblical Studies, MA in Theology.
- 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](http://www.lincolnchristian.edu), or by contacting the Director of Academics and Student Services.

## ACADEMIC PROGRAMS

### Undergraduate Degrees

**Associate of Arts in Bible, Theology, and Christian Ministry**  
**Bachelor of Arts in Christian Ministry**  
**Bachelor of Arts in Biblical and Theological Studies**

### Graduate Degrees

**Master of Arts in Bible and Theology**  
**Master of Arts in Organizational Leadership**

### Seminary Degrees

**Master of Divinity**  
**Master of Arts in Counseling**  
**Master of Arts in Ministry**  
**Master of Arts in Biblical Studies**  
**Master of Arts in Theology**

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

### Bible and Theology Core

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

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

### General Education Core

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

Students who complete the common core in General Education will:

1. Describe, compare, and evaluate past and present ideas, values, and practices through the distinctive perspective of a Biblical worldview.
2. Know the history and significant contributions of Western society, especially in the context of the development of the Judeo-Christian heritage.
3. Think critically and communicate clearly and persuasively through writing and speaking, and in evaluating the communication of others.
4. Demonstrate knowledge of scientific (both social and natural science) and/or mathematical concepts about the universe through analysis and application.

## AA in Bible, Theology, and Christian Ministry

The Associate of Arts in Bible, Theology, and Christian Ministry is a two-year (60 hour) degree program designed for students who expect to serve in church or parachurch organization leadership, as appropriate for students equipped with an associates degree. For more information, please contact the program director, Dr. Brian Messner, at [messner@lincolnchristian.edu](mailto:messner@lincolnchristian.edu).

### Program Learning Objectives

Upon graduation, students will:

1. Know the central message of the Old and New Testaments.
2. Demonstrate a working knowledge of the social and historical contexts of the biblical world.
3. Develop a competent understanding of the Christian theological tradition.
4. Know the history and significant contributions of Western society, especially in the context of the development of the Judeo-Christian heritage.
5. Think critically and communicate clearly and persuasively through writing and speaking, and in evaluating the communication of others.
6. Demonstrate knowledge of scientific (both social and natural science) and/or mathematical concepts about the universe through analysis and application.
7. Understand the biblical and theological foundations of ministry.
8. Apply and integrate ministry skills.

UNIVERSITY DISTINCTIVE		3
ID 101 Introduction to Worldview and the Christian Mind	3	
GENERAL EDUCATION CORE		30
US 098 Orientation	0	
COMMUNICATION (9)		
LA 101 Writing Studies I	3	
LA 102 Writing Studies II	3	
LA 113 Introduction to Speech	3	
HUMANITIES (9)		
ID 117 Western Civilization I	3	
ID 118 Western Civilization II	3	
ID Elective (any one ID course 300 or higher)	3	
MATH or SCIENCE (3)		
Any MA or SC Course	3	
SOCIAL SCIENCE (9)		
Any three SS or HI courses	9	
BIBLE AND THEOLOGY CORE		9
NT 118 Survey of the New Testament	3	
OT 212 Survey of the Old Testament	3	
TH 160 Introduction to Christian Theology	3	
CHRISTIAN MINISTRY CORE		9
CM 150 Laying a Foundation for Ministry	3	
CM 220 Developing a Disciple-making Culture	3	
CM 230 Preaching and Teaching in the Local Church	3	
OPEN ELECTIVES		9
TOTAL		60



## BA in Biblical and Theological Studies

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. Jonathan Lyonhart, at [lyonhart.jonathan@lincolncchristian.edu](mailto:lyonhart.jonathan@lincolncchristian.edu).

### Program Learning Objectives

Upon graduation, students will:

1. Interpret the Christian scriptures based on original-language study, with sensitivity to its various genres, and its significance for the contemporary world.
2. Demonstrate a working knowledge of the social and historical contexts of the biblical world.
3. Develop a competent understanding of the Christian theological tradition.

UNIVERSITY DISTINCTIVE		3
ID 101 Introduction to Worldview and the Christian Mind	3	
GENERAL EDUCATION CORE		30
US 098 Orientation	0	
COMMUNICATION (9)		
LA 101 Writing Studies I	3	
LA 102 Writing Studies II	3	
LA 113 Introduction to Speech	3	
HUMANITIES (9)		
ID 117 Western Civilization I	3	
ID 118 Western Civilization II	3	
ID Elective (Any one ID course 300 or higher)	3	
MATH or SCIENCE (3)		
Any MA or SC Course	3	
SOCIAL SCIENCE (9)		
Any three SS or HI courses	9	
BIBLE AND THEOLOGY CORE		30
BI 270 Interpreting the Christian Scriptures	3	
ID 341/641 History of Christian Thought and Culture I: Greek Philosophy to the Reformation	3	
ID 342/642 History of Christian Thought and Culture II: Modernity and the Restoration Movement	3	
NT 118 Survey of the New Testament	3	
OT 212 Survey of the Old Testament	3	
TH 160 Introduction to Christian Theology	3	
TH 416/600 Systematic Theology	3	
Any NT or NTG Elective	3	
Any OT or OTH Elective	3	
Any NT, NTG, OT, or OTH Elective	3	
MAJOR REQUIREMENTS		30
NT 310 Greek Basics	3	
NT 311 Greek Exegesis	3	
OT 310 Hebrew Basics	3	
OT 311 Hebrew Exegesis	3	
Any NTG Course	3	
Any OTH Course	3	
Any four TH Electives	12	
OPEN ELECTIVES (any 9 courses)		27
TOTAL		120

## BA in Christian Ministry

The Bachelor of Arts in Christian Ministry degree program provides students with 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 grounded in both God's Word and contemporary ministry in order to prepare students for God's work in God's world. For more information, please contact the program director, Dr. Rondel Ramsey, at [rramsey@lincolncchristian.edu](mailto:rramsey@lincolncchristian.edu).

### Program Learning Objectives

Upon graduation, students will lead by:

1. Establishing biblical and theological foundations of ministry.
2. Demonstrating cultural sensitivity and empathy.
3. Applying and integrating ministry skills.

UNIVERSITY DISTINCTIVE		3
ID 101 Introduction to Worldview and the Christian Mind	3	
GENERAL EDUCATION CORE		30
US 098 Orientation	0	
COMMUNICATION (9)		
LA 101 Writing Studies I	3	
LA 102 Writing Studies II	3	
LA 113 Introduction to Speech	3	
HUMANITIES (9)		
ID 117 Western Civilization I	3	
ID 118 Western Civilization II	3	
ID Elective (Any one ID course 300 or higher)	3	
MATH or SCIENCE (3)		
Any MA or SC Course	3	
SOCIAL SCIENCE (9)		
Any three SS or HI courses	9	
BIBLE AND THEOLOGY CORE		30
BI 270 Interpreting the Christian Scriptures	3	
ID 341/641 History of Christian Thought and Culture I: Greek Philosophy to the Reformation	3	
ID 342/642 History of Christian Thought and Culture II: Modernity and the Restoration Movement	3	
NT 118 Survey of the New Testament	3	
OT 212 Survey of the Old Testament	3	
TH 160 Introduction to Christian Theology	3	
TH 416/600 Systematic Theology	3	
Any NT or NTG Elective	3	
Any OT or OTH Elective	3	
Any NT, NTG, OT, or OTH Elective	3	
MAJOR REQUIREMENTS		27
CM 150 Laying a Foundation for Ministry	3	
CM 170 Planning Congregational Worship	3	
CM 220 Developing a Disciple-making Culture	3	
CM 230 Preaching and Teaching in the Local Church	3	
CM 240 Pastoring a Congregation	3	
CM 325/525 Navigating Relational Dynamics	3	
CM 336/536 Contextualizing Ministry	3	
CM 415/615 Cultivating Healthy Leadership	3	
CM 493/693 Leading Change in Ministry	3	
OPEN ELECTIVES or FIELD EXPERIENCES (Up to 15 hours of Internship for Undergrad)		30
TOTAL		120

## MA in Organizational Leadership

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.

The program has been developed for those who are currently serving in an organizational setting. Various course assignments are specifically focused on how students can apply what they have learned in their own organization under the guidance of a mentor/supervisor. For more information, please contact the program director, Dr. Don Green, at [degreen@lincolncchristian.edu](mailto:degreen@lincolncchristian.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		30*
US 500 Orientation to LCU	0	
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.

# MA in Bible and Theology

The Master of Arts in Bible and Theology is an online 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. Because the degree requires neither Hebrew nor Greek, it will appeal to a wide range of students, and the substantial number of elective hours allows students to pursue their individual interests. For more information, please contact the program director, Dr. Mark Mangano, at [mmangano@lincolnchristian.edu](mailto:mmangano@lincolnchristian.edu).

## Program Learning Objectives

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

1. Interpret the Christian scriptures with sensitivity to genre, social, literary, and historical contexts.
2. Develop a competent understanding of the Christian theological tradition.
3. Demonstrate ability in applying biblical and theological studies in a local church setting.

BIBLE AND THEOLOGY REQUIREMENTS		33
US 500 Orientation to LCU	0	
BI 603 Preaching & Teaching the Old Testament	3	
BI 604 Preaching & Teaching the New Testament	3	
ID 642 History of Christian Thought and Culture II: Modernity and the Restoration Movement	3	
TH 600 Systematic Theology	3	
TH 613 Global Christianity	3	
Any five courses 500 level and above in NT, OT	15	
Open Elective	3	
SPIRITUAL FORMATION REQUIREMENTS		3
TH 501 Practice in Spiritual Formation	3	
TOTAL:		36



## 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. Students may use ministry electives and/or the Integrated Field Experiences to create a more specialized ministry focus in an area of student interest. For more information, please contact the program director, Dr. Rondel Ramsey, at rramsey@lincolncchristian.edu.

### Program Learning Objectives

Upon graduation, Master of Arts in Ministry students will lead by:

1. Establishing biblical and theological foundations of ministry.
2. Interpreting and applying Scripture.
3. Demonstrating cultural sensitivity and empathy.
4. Implementing the skills necessary for Christian ministry.

PROGRAM REQUIREMENTS		
US 500 Orientation to LCU	0	
BIBLE		6*
BI 603 Preaching & Teaching the Old Testament	3	
BI 604 Preaching & Teaching the New Testament	3	
THEOLOGY		6*
ID 642 History of Christian Thought & Culture II: Modernity and the Restoration Movement	3	
TH 600 Systematic Theology	3	
CHRISTIAN MINISTRY		12*
CM 525 Navigating Relational Dynamics	3	
CM 536 Contextualizing Ministry	3	
CM 615 Cultivating Healthy Leadership	3	
CM 658 Implementing Basic Counseling Techniques	3	
ELECTIVES & FIELD EXPERIENCES**		12
CM 711 Integrated Field Experience	3	
Ministry Electives (CM, COUN, LS, OL, or PR course prefixes) and/or CM 712-715 Integrated Field Experiences	6	
Open Elective or CM 712-715 Integrated Field Experience	3	
TOTAL:		36

\* 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.

\*\* Students may use the Ministry Electives and/or the Integrated Field Experiences to create a more specialized ministry focus in an area of student interest.

## Master of Arts in Theology

The Master of Arts in Theology at Lincoln Christian Seminary provides a student with an in-depth understanding of Christian theology – in its development across church history, 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. For more information, please contact the program director, Dr. Steve Cone, at [scone@lincolnchristian.edu](mailto:scone@lincolnchristian.edu).

### 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.
4. Learn and practice habits that support theological and spiritual growth.

PROGRAM REQUIREMENTS		
US 500 Orientation to LCU	0	
THEOLOGY AND CULTURE		
ID 641 History of Christian Thought and Culture I: Greek Philosophy to the Reformation	3	
ID 642 History of Christian Thought & Culture II: Modernity and the Restoration Movement	3	
TH 600 Systematic Theology	3	
TH 607 Christology	3	
TH 613 Global Christianity	3	
Any three TH or ID Electives	9	
SPIRITUAL FORMATION		
TH 501 Practice in Spiritual Formation	3	
ADDITIONAL COURSES		
Any TH Course	3	
Thesis (6) or Comprehensive Exam and 6 hours of additional course work in TH	6	
<b>TOTAL:</b>		<b>36</b>

\* Students with undergraduate coursework comparable to courses in the MA in 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.

## Master of Arts in Biblical Studies

Lincoln Christian Seminary's Master of Arts in Biblical Studies is a 36-hour academic degree and requires either a master's thesis or a comprehensive exam. This degree combines a love for God and His written revelation with the conceptual tools and skills that enable graduates to engage Scripture responsibly as careful and faithful exegetes of both Scripture and contemporary contexts. The degree serves 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. For more information, please contact the program director, Dr. Frank Dicken, at [fedicken@lincolncchristian.edu](mailto:fedicken@lincolncchristian.edu).

### 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.

PROGRAM REQUIREMENTS <sup>3,4</sup>		36
US 500 Orientation to LCU	0	
NT 610 Greek Basics <sup>1</sup>	3	
NT 611 Greek Exegesis <sup>2</sup>	3	
OT 610 Hebrew Basics <sup>1</sup>	3	
OT 611 Hebrew Exegesis <sup>2</sup>	3	
Any NTG Course	3	
Any OTH Course	3	
Any four NT, NTG, OT, OTH Electives	12	
Thesis (6) or Comprehensive Exam (3) and an additional course in NT or OT (3)	6	
<b>TOTAL:</b>		<b>36</b>

1 Students with 2 semesters of undergraduate study in Greek and/or Hebrew with a grade of B or higher, or who pass the Greek and/or Hebrew proficiency exam, may qualify for advanced standing for NT 610 and/or OT 610 with advisor approval.

2 Students with an upper-level course or courses 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.

3 Students with undergraduate coursework comparable to courses in the MA (Biblical Studies) degree may receive up to 12 hours of advanced standing, with permission from the program director. 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 courses. Advanced standing credit will reduce the number of total hours.

4 The total number of advance standing credits may not exceed 12 hours.

## 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 Admissions 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, excluding Bible/Theology core 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.

For more information, please contact the program director, Dr. Nolan Thomas, at [cnthomas@lincolnchristian.edu](mailto:cnthomas@lincolnchristian.edu).

### 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.



MASTER OF ARTS IN COUNSELING COURSE REQUIREMENTS		
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

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

\*\* 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).

## Master of Divinity

Lincoln Christian Seminary's Master of Divinity is a 72-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. For more information, please contact the program director, Dr. Tyler Stewart, at [tastewart@lincolnchristian.edu](mailto:tastewart@lincolnchristian.edu).

### Program Learning Objectives

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

1. Demonstrate the ability to perform exegesis of biblical literature with awareness of contemporary scholarship and significance for the contemporary world.
2. Develop a competent understanding of the Christian theological tradition.
3. Demonstrate and implement the skills necessary for Christian ministry.
4. Integrate biblical interpretation, theological tradition, and practical ministry.

1 Students with 2 semesters of undergraduate study in Greek and/or Hebrew with a grade of B or higher, or who pass the Greek and/or Hebrew proficiency exam, may qualify for advanced standing for NT 610 and/or OT 610 with advisor approval.

2 Students with an upper-level course or courses 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.

\* 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 B 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.

\*\* Students may use the Ministry Electives and/or the Integrated Field Experiences to create a more specialized ministry focus in an area of student interest.

## 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 B 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.

MDIV COURSE REQUIREMENTS *		
BIBLE		21
US 500 Orientation to LCU	0	
NT 610 Greek Basics <sup>1</sup>	3	
NT 611 Greek Exegesis <sup>2</sup>	3	
OT 610 Hebrew Basics <sup>1</sup>	3	
OT 611 Hebrew Exegesis <sup>2</sup>	3	
Any NTG Course	3	
Any OTH Course	3	
One NT, NTG, OT, OTH	3	
THEOLOGY AND CULTURE		21
ID 641 History of Christian Thought and Culture I: Greek Philosophy to the Reformation	3	
ID 642 History of Christian Thought and Culture II: Modernity and the Restoration Movement	3	
TH 600 Systematic Theology	3	
TH 607 Christology	3	
TH 613 Global Christianity	3	
Any two TH or ID Electives	6	
MINISTRY		15
CM 525 Navigating Relational Dynamics in Ministry	3	
CM 615 Cultivating Healthy Leadership	3	
Any one PR Course	3	
CHOOSE TWO:	6	
CM 536 Contextualizing Ministry		
CM 693 Leading Change in Ministry		
CM 658 Implementing Basic Counseling Techniques		
ELECTIVES AND FIELD EXPERIENCE**		15
CM 711 Integrated Field Experience	3	
Select any one elective from CM, COUN, LS, OL, or PR or CM 712-715 Integrated Field Experience	3	
Open Electives	9	
TOTAL:		72

## BA to MA Accelerated Provision

Students who would like to complete both a Bachelor of Arts and a Master of Arts in five years can do so at LCU. In the accelerated programs, students complete both 120 credit hours for the bachelor's degree, and 30 or 36 hours for a master's degree in five years, or 72 hours for the Master of Divinity, though because it is more substantial, students should not expect to complete the MDiv in five years. Students may not pursue the Master of Arts in Counseling in an accelerated format, but can complete an accelerated program for the MA in Bible and Theology, MA in Ministry, MA in Theology, MA in Biblical Studies, MA in Organizational Leadership, or the Master of Divinity.

**How it works:** Students who are interested in doing an accelerated BA to MA/MDiv program should decide early in their undergraduate program, ideally before the beginning of their sophomore year, especially for those who are pursuing a degree that includes biblical languages. In order to complete the accelerated programs successfully, students in programs that require Greek and Hebrew should plan to take Greek for undergraduate credit in their sophomore year, so they can receive advanced standing credit that will count toward a Seminary degree, and Hebrew for graduate credit in their junior year. Students need to apply for provisional graduate or Seminary admission (depending on which master's program the student wants to pursue) in order to

take graduate level courses as an undergraduate. In order to be admitted, students must be in good standing, have a minimum cumulative grade point average of 3.0, and have successfully completed at least 59 undergraduate credit hours. In addition, students will need recommendations from two faculty members. Once accepted, students may take graduate level courses that fulfill both undergraduate and graduate requirements. Students will be limited to 24 credit hours of graduate work at the undergraduate level for most master's programs, which will leave 12 credits to complete an MA or 48 hours to complete an MDiv; students pursuing an MAOL may take only 18 hours of their undergraduate program as graduate hours. Courses taken at the graduate level (500 level or above) will count toward the undergraduate degree, but courses taken at the undergraduate level (100-400) will not count toward graduate credit. Students will be fully admitted to their graduate or Seminary program once they have completed their undergraduate degree.

Once admitted, students in the accelerated programs must maintain a 2.5 cumulative grade point average until they complete their BA. The student should work closely with his or her academic advisor to make certain that all of the requirements of both the BA and MA/MDiv programs are being met, and the sequence in which courses should be taken.

## COURSE DESCRIPTIONS

The courses are arranged alphabetically and then numerically according to the following prefix codes:

Prefix	Specialty Area	Page
BI	General Biblical Studies	18
BT	Bible and Theology	19
CE	Christian Education	20
CM	Christian Ministry	22
COUN	Clinical Mental Health Counseling (Pastoral Care and Counseling)	24
CPL	Credit for Prior Learning	29
HI	History	30
IC	Intercultural Studies (Missions)	30
ID	Interdisciplinary Studies (IDS)	31
LA	Language and Communication	34
LS	Leadership Studies	34
MA	Mathematics	35
NT	New Testament	36
OL	Organizational Leadership	38
OT	Old Testament	39
PH	Philosophy	41
PR	Preaching	42
SC	Science	44
SF	Spiritual Formation	44
SS	Social Sciences	45
TH	Theology	46
US	University Studies (Orientation)	49
WS	Worship Studies	50
YM	Youth and Family Ministry	51

### 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 undergraduate general education courses have been accepted for transfer credit as part of the Illinois Articulation Initiative (IAI). The specific IAI codes for these courses are listed with the course description for each of those courses. For more information, see page 63 or visit the iTransfer website at [www.itransfer.org](http://www.itransfer.org).*

## General Biblical Studies

**BI 270 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. (3)

**BI 603 Preaching and Teaching the Old Testament.** A course designed to give students a basic understanding of principles and methodology for interpreting and proclaiming the message of the Old Testament. (3)

**BI 604 Preaching and Teaching the New Testament.** A course designed to give students a basic understanding of principles and methodology for interpreting and proclaiming the message of the Old Testament. (3)

**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. (3)

**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. (3)

**BI 899 Special Issues in Bible.** A seminar covering various current issues in biblical studies, including translation issues. (3)

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

**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)

**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)

**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. (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. (3)

**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. (3)

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

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

**BT 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. (3)

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

**BT 627 Interpreting Deuteronomy.** A study of the book of Deuteronomy, its literary features, canonical importance, and theological perspective. (3)

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

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

**BT 644 Biblical Apocalypse.** A study of the books of Daniel and Revelation with emphasis on interpretation with the genre of apocalypse. (3)

**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. (3)

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

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

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

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

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

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

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

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

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

**BT 694 Theology of Worship.** This course explores the biblical foundations of worship through theological

reflection on scripture along with ancient and modern worship practices of the church. Students will study worship accounts in the Old and New Testaments and then dialogue with both ancient and modern forms of worship. Emphasis will be given to developing a theology of worship that spans biblical, cultural, and ecclesiological concerns. (3)

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

**BT 700 Capstone Paper/Project.** This course assesses how well students have achieved the program's five learning 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. (3)

**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. (3)

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

## Christian Education

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

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

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

and experiential learning techniques. Attention will be given to Biblical and theological foundations, theories, dynamics, principles, and practices of small group ministries, and understanding leading small groups, developing leaders of small groups, devising small group ministries to meet various needs (including mentoring groups, maturity groups, ministry groups, mending groups, mission groups, model groups, etc.) and settings (children, youth, and adults), and organizing and administering a small group ministry. (3)

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

**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. (3)

**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. (3)

**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. (3)

**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. (3)

**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. (3)

**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. (3)

**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. (3)

**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. (3)

**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. (3)

**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 TH 706. (3)

**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. (3)



**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. (3)

**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. (3)

**CE 855 Research Design for Ministry.** An introduction to social science methodology present in academic writing and publication, and basic statistics in educational research. (3)

**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. (3)

**CE 899 Special Issues in Christian Education.** Advanced study of one or more topics in the field of Christian Education. (3)

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

## Christian Ministry

**CM 150 Laying a Foundation for Ministry.** By exploring the Scriptural, theological, and historical foundations of ministry in the local church, students will sharpen their calling and form a philosophy of ministry. (3)

**CM 170 Planning Congregational Worship.** With Scripture and church history as guides, students will develop a working theology of congregational worship and identify ways to put this theology into practice in a worship gathering. (3)

**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 220 Developing a Disciple-making Culture.** Having identified "Christlikeness" as the chief goal of local church ministry, students will explore faith development and work backwards to establish a practical approach to evangelism and discipleship. (3)

**CM 230 Preaching and Teaching in the Local Church.** Armed with a theological basis for congregational preaching and teaching, students will learn the basic

techniques necessary for sermon/lesson construction and delivery. (3)

**CM 240 Pastoring a Congregation.** With an established pastoral theology, students will gain the skills necessary for practical expressions of congregational (weddings, funerals, etc.) and individual (basic counseling) pastoral services. (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. (3)

**CM 325 Navigating Relational Dynamics.** Knowing ministerial work is a highly spiritual and relational work – between the minister and God, within the ministers themselves, and the minister and others – students will deepen their relationship with God, while also exploring ways to deepen all associative ministerial relationships. (3)

**CM 327 Engaging with Social Issues of the Family.** 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. (3)

**CM 336 Contextualizing Ministry.** Because every ministry context is unique, students will be introduced to the tools needed to identify and interact with the many shaping factors (historical, cultural, generational, gender, ethnicity, race, etc.) of the ministry context in which they find themselves. (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.** The internship is an undergraduate (junior and/or senior level) Field Experience combining classroom learning with ministry experience in an approved setting with an approved mentor evaluated according to the requirements stated in individually written learning covenants. Internship hours can be taken in a variety of combinations, ranging from 1-15 hours, usually in a 3-hour course format per semester, and may be repeated for a maximum of 15 hours. 12 hours is the maximum that a student could take during a semester. (1-15)

**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 415 Cultivating Health Leadership.** Through the lenses of Scripture, church history, and theory and practice in secular and religious contexts, students will explore the healthiest forms of leadership that lead to healthier church communities. (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 422 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. (3)

**CM 458 Implementing Basic Counseling Techniques.** Students will explore biblical, historical, and contemporary materials related to the field of Christian counseling to create a healthy interface of theology, psychology, and pastoral care. (3)

**CM 493 Leading Change in Ministry.** Realizing that change is a necessary and normal part of ministry, students will be equipped to identify needed changes in their ministry context, understand the forces that drive or resist the changes, and devise effective strategies for creating change. (3)

**CM 500 Preparing a Foundation for Ministry and Discipleship.** By exploring the Scriptural, theological, and historical foundations of ministry and discipleship in the local church, students will prepare sound foundational principles and practices to be executed through ministry, evangelism, and discipleship in the local church. (3)

**CM 525 Navigating Relational Dynamics.** Knowing ministerial work is a highly spiritual and relational work – between the minister and God, within the ministers themselves, and the minister and others – students will deepen their relationship with God, while also exploring ways to deepen all associative ministerial relationships. (3)

**CM 527 Engaging with Social Issues of the Family.** 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. (3)

**CM 536 Contextualizing Ministry.** Because every ministry context is unique, students will be introduced to the tools needed to identify and interact with the many shaping factors (historical, cultural, generational, gender, ethnicity, race, etc.) of the ministry context in which they find themselves. (3)

**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. (3)

**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. (3)

**CM 615 Cultivating Health Leadership.** Through the lenses of Scripture, church history, and theory and practice in secular and religious contexts, students will explore the healthiest forms of leadership that lead to healthier church communities. (3)

**CM 658 Implementing Basic Counseling Techniques.** Students will explore biblical, historical, and contemporary materials related to the field of Christian counseling to create a healthy interface of theology, psychology, and pastoral care. (3)

**CM 693 Leading Change in Ministry.** Realizing that change is a necessary and normal part of ministry, students will be equipped to identify needed changes in their ministry context, understand the forces that drive or resist the changes, and devise effective strategies for creating change. (3)

**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. (3)

**CM 702 Building a Team-Based Ministry.** This course explores the biblical precedent, theological implications, and practical application of building ministry teams, developing leaders, and organizing ministry systems. (3)

**CM 711 Integrated Field Experience.** Students will integrate their classroom learning into a practical ministry context. The course consists of four essential leadership development components: ministry experience, mentoring/coaching, critical reflection practices, and cohort discussion and debriefing (with other students and faculty via video). (3)

**CM 712, 713, 714 Integrated Field Experience.** Students will integrate their classroom learning into a practical ministry context. The course consists of three essential leadership development components: ministry experience, mentoring/coaching, and critical reflection practices. CM 711 is a prerequisite (3)

**CM 715 Integrated Field Experience** Students will integrate their classroom learning into a practical ministry context. The course consists of three essential leadership development components: ministry experience, mentoring/coaching, and critical reflection practices. CM 711 is a prerequisite. (1-3)

**CM 722 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. (3)

**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)

**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. (3)

**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 Vice President of Academics. 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 Vice President of Academics. (3)

## 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. (3)

**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. (3)

**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. (3)

**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. (3)

**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. (3)

**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. (3)

**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. (3)

**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. (3)

**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. (3)

**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. (3)



**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. (3)

**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. (3)

**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. (3)

**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. (3)

**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. (3)

**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. (3)

**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. (3)

**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. (3)

**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. (3)

**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. (3)

**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. (3)

**COUN 772 Integrating Spirituality into Counseling.** Integrating Spirituality into Counseling will review the field of counseling and how the concept of spirituality is understood and applied. Since religion is often understood to include spirituality by the field, a review of various world religions will be done in order to understand how a counselor can use facets of a person's religious and spiritual views in counseling. (3)

**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. (3)

**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. (3)

**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. (3)

**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. (3)

**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. (3)

**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. (3)

**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. (3)

**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)

**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 1½ 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. (3)

**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)

**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. (3)

**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. (3)

**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)

### 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 56. 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 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. (3)

**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. (3)

**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) (3)

**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) (3)

### IC 642 Spiritual Dynamics of Missions.

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

**IC 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) (3)

**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) (3)

### 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. (3)

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

### IC 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. (3)

**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. (3)

**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.). (3)

**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) (3)

**IC 899 Special Issues in Intercultural Studies.** Specialized study of an area of Intercultural Studies not covered in existing courses. (1-3)

**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 3 additional semesters of required ID subject focused courses for a total of 12 semester hours. Each of the 4 required ID courses is 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 Introduction to Worldview and the Christian Mind.** This course will consider the concepts of worldview and Christian thinking. Students will then apply these concepts in societal analyses. (3)

**ID 117 Western Civilization I.** This course will survey the development of Western civilization from the Ancient Near East to the 16<sup>th</sup> 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. IAI Code H2 901. (3)

**ID 118 Western Civilization II.** This course will survey the development of Western civilization from the 15<sup>th</sup> 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. IAI Code H2 902. (3)

**ID 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. (3)

**ID 309 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. (3)

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

**ID 313 The Crusades.** This course surveys the history of the Christian religious wars waged in Palestine and Europe after 1095. Issues considered include crusade as an expression of the "Age of Faith," the reactions of Christians and non-Christians to crusade, the artistic expressions of 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. (3)



**ID 326 Augustine.** A seminar style reading and discussion based course centered around the life and works of St. Augustine of Hippo. A broad survey of Augustine's thought and life will be followed by a careful reading through specific texts, such as Confessions, City of God, On the Trinity, or selected sermons and letters. (3)

**ID 327 Lewis, Tolkien, and the Theological Imagination.** A seminar style, reading and discussion-based course, giving students the chance to explore the broader corpus of either C.S. Lewis or J.R.R. Tolkien (focus varies by year). The class will engage the writings of one of these authors with attention paid to worldview, philosophical, theological, and literary issues. (3)

**ID 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. (3)

**ID 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. (3)

**ID 341 History of Christian Thought and Culture: Greek Philosophy to the Reformation.** This course surveys the history of ancient and medieval Christian thought within the embodied cultural, political, geographic, scientific, and artistic contexts that helped birth and mold it. Setting the stage with Greek philosophy and the Greco-Roman world, we then transition to the early church through the fall of Rome and the Middle Ages, culminating with the Renaissance and the Protestant Reformation. (3)

**ID 342 History of Christian Thought and Culture II: Modernity and the Restoration Movement.** This course surveys the history of modern and contemporary Christian thought within the embodied cultural, political, geographic, scientific, and artistic contexts that helped birth and mold it. Beginning with Descartes, the Thirty Years War, and the rise of Secularism, we then transition

to the Scientific Revolution and the Enlightenment through to the formation of modern Europe and the West, culminating with globalization, postmodernity, and the reshaping of Christianity in the 20th and 21st centuries. This broader narrative will be juxtaposed with the history and thought of the Restoration Movement, equipping students to see recent developments in light of, and in conversation with, our own identity and history. (3)

**ID 343 Philosophy of Science.** This course examines the philosophical presuppositions inherent in science while chronicling the history and debate around those presuppositions. Key themes will likely include the epistemological question of how we can know anything at all, the nature of time and space, the Quantum revolution, the relationship between science, ethics, and religion, and key figures responsible for paradigm shifts in the history of science (e.g., Aristotle, Copernicus, Bacon, Newton, Faraday, Darwin, Einstein). (3)

**ID 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.) (3)

**ID 368 Introduction to Mythology.** A seminar style, reading and discussion based course exploring mythology from a variety of primarily, though not exclusively, Western cultures (e.g., Greek, Norse, Egyptian, Arthurian) while also providing a Christian perspective on the importance of the mythological imagination as well as the role and genre of "true myths." (3)

**ID 437 Race, Gender, and Evangelicalism.** A seminar style, reading and discussion based course probing the explosive history and relationship between Evangelicals, gender, and race, particularly – though not exclusively – with the United States. Students will be equipped with a broader historical, biblical, philosophical, and theological framework upon which to draw when engaging with culture and the church regarding these sensitive topics. (3)

**ID 440 Women's Spiritual Writings.** A seminar style, readings and discussion based class highlighting seminal female texts in the Christian tradition. Author rotations will likely include, but not be limited to, Julian of Norwich, Margery Kempe, Hildegard of Bingen, Catherine of Siena, Theresa of Avila, Susanna Wesley, Margaret Fell, Hannah More, Catherine Booth, Josephine Butler, Phoebe Palmer, Octavia Albert, Dorothy Day, and Maya Angelou. (3)

**ID 456 New Age Thought and Practice.** A seminar style, reading and discussion based course tracing the roots of New Age thought in Western Esotericism, Theosophy, and Spiritualism through to the explosion of New Age spirituality in the 1960s and 70s, with special reference to its on-going influence on contemporary culture. In addition to standard readings, the course materials will incorporate a variety of mediums, especially films and novels. (3)

**ID 462 Plato.** A seminar style, reading and discussion based course primarily engaging with the Dialogues of Plato, with some brief interludes to relevant historical episodes (e.g., Neoplatonism, Augustine, the Renaissance, Cambridge Platonism). (3)

**ID 477 Religion and Fiction.** A seminar style course built around reading multiple works of fiction in their entirety and discussing them together at length. Text selection will vary from year to year, though regular authors would include the likes of Fyodor Dostoevsky, Graham Greene, Flannery O'Connor, G.K Chesterton, George MacDonald, Shusaku Endo, and Marilynne Robinson. (3)

**ID 496 Seminar on Charles Taylor.** A seminar style, reading and discussion based course exploring the thought of Catholic philosopher Charles Taylor. Each iteration of the course will involve an in-depth reading and analysis of one to two primary works, such as A Secular Age, Sources of the Self, or The Malaise of Modernity. (3)

**ID 610 Rome and the Early Church.** This course will explore the impact that Rome had on the church, and the impact that the church had on Rome through a study of the intertwined development of Rome and the early church. As an interdisciplinary studies course, we will consider developments in visual art, architecture, history, church history, literature, and theology. (3)

**ID 613 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. (3)

**ID 626 Augustine.** A seminar style reading and discussion based course centered around the life and works of St. Augustine of Hippo. A broad survey of Augustine's thought and life will be followed by a careful reading through specific texts, such as Confessions, City of God, On the Trinity, or selected sermons and letters. (3)

**ID 627 Lewis, Tolkien, and the Theological Imagination.** A seminar style, reading and discussion-based course, giving students the chance to explore the broader corpus of either C.S. Lewis or J.R.R. Tolkien (focus varies by year). The class will engage the writings of one of these authors with attention paid to worldview, philosophical, theological, and literary issues. (3)

**ID 637 Race, Gender, and Evangelicalism.** A seminar style, reading and discussion based course probing the explosive history and relationship between Evangelicals, gender, and race, particularly – though not exclusively – with the United States. Students will be equipped with a broader historical, biblical, philosophical, and theological framework upon which to draw when engaging with culture and the church regarding these sensitive topics. (3)

**ID 640 Women's Spiritual Writings.** A seminar style, readings and discussion based class highlighting seminal female texts in the Christian tradition. Author rotations will likely include, but not be limited to, Julian of Norwich, Margery Kempe, Hildegard of Bingen, Catherine of Siena, Theresa of Avila, Susanna Wesley, Margaret Fell, Hannah More, Catherine Booth, Josephine Butler, Phoebe Palmer, Octavia Albert, Dorothy Day, and Maya Angelou. (3)

**ID 641 History of Christian Thought and Culture: Greek Philosophy to the Reformation.** This course surveys the history of ancient and medieval Christian thought within the embodied cultural, political, geographic, scientific, and artistic contexts that helped birth and mold it. Setting the stage with Greek philosophy and the Greco-Roman world, we then transition to the early church through the fall of Rome and the Middle Ages, culminating with the Renaissance and the Protestant Reformation. (3)

**ID 642 History of Christian Thought and Culture II: Modernity and the Restoration Movement.** This course surveys the history of modern and contemporary Christian thought within the embodied cultural, political, geographic, scientific, and artistic contexts that helped birth and mold it. Beginning with Descartes, the Thirty Years War, and the rise of Secularism, we then transition to the Scientific Revolution and the Enlightenment through to the formation of modern Europe and the West, culminating with globalization, postmodernity, and the reshaping of Christianity in the 20th and 21st centuries. This broader narrative will be juxtaposed with the history and thought of the Restoration Movement, equipping students to see recent developments in light of, and in conversation with, our own identity and history. (3)

**ID 643 Philosophy of Science.** This course examines the philosophical presuppositions inherent in science while chronicling the history and debate around those



presuppositions. Key themes will likely include the epistemological question of how we can know anything at all, the nature of time and space, the Quantum revolution, the relationship between science, ethics, and religion, and key figures responsible for paradigm shifts in the history of science (e.g., Aristotle, Copernicus, Bacon, Newton, Faraday, Darwin, Einstein). (3)

**ID 656 New Age Thought and Practice.** A seminar style, reading and discussion based course tracing the roots of New Age thought in Western Esotericism, Theosophy, and Spiritualism through to the explosion of New Age spirituality in the 1960s and 70s, with special reference to its on-going influence on contemporary culture. In addition to standard readings, the course materials will incorporate a variety of mediums, especially films and novels. (3)

**ID 662 Plato.** A seminar style, reading and discussion based course primarily engaging with the Dialogues of Plato, with some brief interludes to relevant historical episodes (e.g., Neoplatonism, Augustine, the Renaissance, Cambridge Platonism). (3)

**ID 668 Introduction to Mythology.** A seminar style, reading and discussion based course exploring mythology from a variety of primarily, though not exclusively, Western cultures (e.g., Greek, Norse, Egyptian, Arthurian) while also providing a Christian perspective on the importance of the mythological imagination as well as the role and genre of “true myths.” (3)

**ID 677 Religion and Fiction.** A seminar style course built around reading multiple works of fiction in their entirety and discussing them together at length. Text selection will vary from year to year, though regular authors would include the likes of Fyodor Dostoevsky, Graham Greene, Flannery O'Connor, G.K Chesterton, George MacDonald, Shusaku Endo, and Marilynne Robinson. (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. (3)

**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. (3)

**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. (3)

**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. (3)

**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. (3)

**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. (3)

**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. (3)

**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. (3)

**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. (3)

**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. (3)

**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. (3)

**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. (3)

**LS 899 Special Issues in Leadership Studies.** Specialized study of an area of Leadership Studies not covered in existing courses. (3)

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

**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. (3)

## Mathematics

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

**MA 295 Statistics.** An examination of descriptive and inferential statistics, including frequency distributions, estimation, hypothesis testing, t-tests, nonparametric procedures, ANOVA, correlation, regression, and sampling, with an emphasis on reasoning, problem solving, and utilizing statistics within a team-based research project. IAI Code M1 902 (3)

## New Testament<sup>1</sup>

**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 118 Survey of the New Testament.** An introduction to the history, content, theology, and rhetoric of the New Testament, encouraging students to embrace its teaching as part of the Christian Bible. (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 310 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 311 is a continuation of this course. (3)

**NT 311 Greek Exegesis.** By building on NT 310, 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 310 is a prerequisite. (3)

**NT 432 Exegesis of the Gospels.** An exegetical study of one or more of the gospels with attention to issues of genre, social and historical contexts, the literary relationships between the gospels, and contemporary significance. (3)

**NT 434 Exegesis of the Book of Acts.** An exegetical study of the Book of Acts with attention to issues of genre, social and historical contexts, and contemporary significance. Hermeneutical questions concerning how Acts relates to the contemporary church will also be addressed. (3)

**NT 435 Exegesis of the Pauline Epistles.** An exegetical study of one or more of the Pauline epistles with attention to issues of genre, social and historical contexts, and contemporary significance. (3)

**NT 438 Exegesis of the General Epistles.** An exegetical study of one or more of the general epistles with attention to issues of genre, social and historical contexts, and contemporary significance. (3)

**NT 439 Exegesis of Revelation.** An exegetical study of the Book of Revelation with attention to issues of genre, social and historical contexts, and contemporary significance. (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. (3)

**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

<sup>1</sup> NT courses are English language based, NTG courses are Greek language based.

interpreting Scripture. NT 611 is a continuation of this course. (3)

**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. (3)

**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. (3)

**NT 632 Exegesis of the Gospels.** An exegetical study of one or more of the gospels with attention to issues of genre, social and historical contexts, the literary relationships between the gospels, and contemporary significance. (3)

**NT 634 Exegesis of the Book of Acts.** An exegetical study of the Book of Acts with attention to issues of genre, social and historical contexts, and contemporary significance. Hermeneutical questions concerning how Acts relates to the contemporary church will also be addressed. (3)

**NT 635 Exegesis of the Pauline Epistles.** An exegetical study of one or more of the Pauline epistles with attention to issues of genre, social and historical contexts, and contemporary significance. (3)

**NT 638 Exegesis of the General Epistles.** An exegetical study of one or more of the general epistles with attention to issues of genre, social and historical contexts, and contemporary significance. (3)

**NT 639 Exegesis of Revelation.** An exegetical study of the Book of Revelation with attention to issues of genre, social and historical contexts, and contemporary significance. (3)

**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. (3)

**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. (3)

**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. (3)

**NT 725 Aramaic.** Study of Aramaic, including Old Testament, Inscriptional Aramaic, Qumranic, and Targumic Aramaic. (Same as OT 725) Hebrew proficiency or OT 610 is a prerequisite. (3)

**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. (3)

**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. (3)

**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. (3)

**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. (3)

**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. (3)

**NT 899 Special Issues in New Testament.** Specialized study of an area of New Testament not covered in existing courses. (3)

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

**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)

**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)

**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. (3)

**NTG 432 Exegesis of the Gospels.** An exegetical study of one or more of the gospels with attention to issues of genre, social and historical contexts, the literary relationships between the gospels, and contemporary significance. NT 611 Greek Exegesis or Greek proficiency is a prerequisite. (3)

**NTG 434 Exegesis of the Book of Acts.** An exegetical study of the Book of Acts with attention to issues of genre, social and historical contexts, and contemporary significance. Hermeneutical questions concerning how Acts relates to the contemporary church will also be addressed. NT 611 Greek Exegesis or Greek proficiency is a prerequisite. (3)

**NTG 435 Exegesis of the Pauline Epistles.** An exegetical study of one or more of the Pauline epistles with attention to issues of genre, social and historical contexts, and contemporary significance. NT 611 Greek Exegesis or Greek proficiency is a prerequisite. (3)

**NTG 438 Exegesis of the General Epistles.** An exegetical study of one or more of the general epistles with attention to issues of genre, social and historical contexts, and contemporary significance. NT 611 Greek Exegesis or Greek proficiency is a prerequisite. (3)

**NTG 439 Exegesis of Revelation.** An exegetical study of the Book of Revelation with attention to issues of genre, social and historical contexts, and contemporary significance. NT 611 Greek Exegesis or Greek proficiency is a prerequisite. (3)

**NTG 632 Exegesis of the Gospels.** An exegetical study of one or more of the gospels with attention to issues of genre, social and historical contexts, the literary relationships between the gospels, and contemporary significance. NT 611 Greek Exegesis or Greek proficiency is a prerequisite. (3)

**NTG 634 Exegesis of the Book of Acts.** An exegetical study of the Book of Acts with attention to issues of genre, social and historical contexts, and contemporary significance. Hermeneutical questions concerning how Acts relates to the contemporary church will also be addressed. NT 611 Greek Exegesis or Greek proficiency is a prerequisite. (3)

**NTG 635 Exegesis of the Pauline Epistles.** An exegetical study of one or more of the Pauline epistles with attention to issues of genre, social and historical contexts, and contemporary significance. NT 611 Greek Exegesis or Greek proficiency is a prerequisite. (3)

**NTG 638 Exegesis of the General Epistles.** An exegetical study of one or more of the general epistles with attention to issues of genre, social and historical contexts, and contemporary significance. NT 611 Greek Exegesis or Greek proficiency is a prerequisite. (3)

**NTG 639 Exegesis of Revelation.** An exegetical study of the Book of Revelation with attention to issues of genre, social and historical contexts, and contemporary significance. NT 611 Greek Exegesis or Greek proficiency is a prerequisite. (3)

## Organizational Leadership

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

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

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

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

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

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

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

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

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

### OL 699 Special Topics in Organizational Leadership.

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

### OL 700 Capstone Project in Organizational Leadership.

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

## Old Testament<sup>2</sup>

**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 212 Survey of the Old Testament.** An introduction to the history, content, theology, and rhetoric of the Old Testament, encouraging students to embrace its teaching as part of the Christian Bible. (3)

**OT 310 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) (3)

**OT 311 Hebrew Exegesis.** By building on OT 310, 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. (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)

<sup>2</sup> OT courses are English language based, OTH courses are Hebrew language based.



**OT 431 Exegesis in the Pentateuch.** An exegetical study of one or more of the books of the Pentateuch with attention to issues of genre, social and historical contexts, and contemporary significance. (3)

**OT 433 Exegesis of Prophetic Literature.** An exegetical study of one or more of the prophetic books of the Old Testament with attention to issues of genre, social and historical contexts, and contemporary significance. (3)

**OT 438 Exegesis of Hebrew Narrative.** An exegetical study of one or more of the narrative books of the Old Testament with attention to issues of genre, social and historical contexts, and contemporary significance. (3)

**OT 440 Exegesis of Hebrew Poetry and Wisdom Literature.** An exegetical study of one or more of the poetic or wisdom books of the Old Testament with attention to issues of genre, social and historical contexts, and contemporary significance. (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. (3)

**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) (3)

**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. (3)

**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. (3)

**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. (3)

**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. (3)

**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. (3)

**OT 731 Exegesis in the Pentateuch.** An exegetical study of one or more of the books of the Pentateuch with attention to issues of genre, social and historical contexts, and contemporary significance. (3)

**OT 733 Exegesis of Prophetic Literature.** An exegetical study of one or more of the prophetic books of the Old Testament with attention to issues of genre, social and historical contexts, and contemporary significance. (3)

**OT 738 Exegesis of Hebrew Narrative.** An exegetical study of one or more of the narrative books of the Old Testament with attention to issues of genre, social and historical contexts, and contemporary significance. (3)

**OT 740 Exegesis of Hebrew Poetry and Wisdom Literature.** An exegetical study of one or more of the poetic or wisdom books of the Old Testament with attention to issues of genre, social and historical contexts, and contemporary significance. (3)

**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. (3)

**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. (3)

**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. (3)

**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 Gabel to the present and the issues fueling the current debate. A focus on canonical approaches will be central to the discussions. (3)

**OT 899 Special Issues in Old Testament.** Specialized study of an area of Old Testament not covered in existing courses. (3)

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

**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)

**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)

**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. (3)

**OTH 431 Exegesis in the Pentateuch.** An exegetical study of one or more of the books of the Pentateuch

with attention to issues of genre, social and historical contexts, and contemporary significance. OT 611 Hebrew Exegesis or Hebrew proficiency is a prerequisite. (3)

**OTH 433 Exegesis of Prophetic Literature.** An exegetical study of one or more of the prophetic books of the Old Testament with attention to issues of genre, social and historical contexts, and contemporary significance. OT 611 Hebrew Exegesis or Hebrew proficiency is a prerequisite. (3)

**OTH 438 Exegesis of Hebrew Narrative.** An exegetical study of one or more of the narrative books of the Old Testament with attention to issues of genre, social and historical contexts, and contemporary significance. OT 611 Hebrew Exegesis or Hebrew proficiency is a prerequisite. (3)

**OTH 440 Exegesis of Hebrew Poetry and Wisdom Literature.** An exegetical study of one or more of the poetic or wisdom books of the Old Testament with attention to issues of genre, social and historical contexts, and contemporary significance. OT 611 Hebrew Exegesis or Hebrew proficiency is a prerequisite. (3)

**OTH 731 Exegesis in the Pentateuch.** An exegetical study of one or more of the books of the Pentateuch with attention to issues of genre, social and historical contexts, and contemporary significance. OT 611 Hebrew Exegesis or Hebrew proficiency is a prerequisite. (3)

**OTH 733 Exegesis of Prophetic Literature.** An exegetical study of one or more of the prophetic books of the Old Testament with attention to issues of genre, social and historical contexts, and contemporary significance. OT 611 Hebrew Exegesis or Hebrew proficiency is a prerequisite. (3)

**OTH 738 Exegesis of Hebrew Narrative.** An exegetical study of one or more of the narrative books of the Old Testament with attention to issues of genre, social and historical contexts, and contemporary significance. OT 611 Hebrew Exegesis or Hebrew proficiency is a prerequisite. (3)

**OTH 740 Exegesis of Hebrew Poetry and Wisdom Literature.** An exegetical study of one or more of the poetic or wisdom books of the Old Testament with attention to issues of genre, social and historical contexts, and contemporary significance. OT 611

Hebrew Exegesis or Hebrew proficiency is a prerequisite. (3)

## Philosophy

**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. (3)

**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. (3)

**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. (3)

**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 TH 605. (3)

**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. (3)

**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. (3)

**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. (3)

**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. (3)

**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 TH 838. (3)

**PH 899 Special Issues in Philosophy.** Specialized study of an area of philosophy not covered in existing courses. (3)

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

**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)

**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)

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

## 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. (3)

**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. (3)

**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. (3)

**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. (3)

**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. (3)

**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. (3)

**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. (3)

**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. (3)

**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. (3)

**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. (3)

**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. (3)

**PR 898 Readings in Homiletic Literature.** A seminar offering the opportunity for the student to read and discuss contemporary homiletic literature. (3)

**PR 899 Special Issues in Preaching.** Specialized study of an area of preaching not covered in existing courses. (3)

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

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

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

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

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

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

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

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

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

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

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

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

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

## Social Sciences

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

**SS 171 Principles of Psychology.** An introductory course designed to acquaint the student with the most important principles of behavior and mental life. IAI Code 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. 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. (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 Introduction to Christian Theology.** An introduction to the key Biblical beliefs that define the historic Christian faith (e.g. God, Christ, Holy Spirit, humanity, sin, salvation, etc.) with attention given to the credibility of such beliefs. (3)

**TH 318 Wisdom from the Ancient Church.** This course examines spiritual progress as understood by important authors and traditions in the Early Church. In particular, we will examine prominent ways of reading Scripture, of understanding and fostering personal and moral development, and of deepening the practice of prayer in the Christian's life. (3)

**TH 326 Augustine.** A seminar style reading and discussion based course centered around the life and works of St. Augustine of Hippo. A broad survey of

Augustine's thought and life will be followed by a careful reading through specific texts, such as Confessions, City of God, On the Trinity, or selected sermons and letters. (3)

**TH 327 Lewis, Tolkien, and the Theological Imagination.** A seminar style, reading and discussion-based course, giving students the chance to explore the broader corpus of either C.S. Lewis or J.R.R. Tolkien (focus varies by year). The class will engage the writings of one of these authors with attention paid to worldview, philosophical, theological, and literary issues. (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 PH 338. (3)

**TH 343 Philosophy of Science.** This course examines the philosophical presuppositions inherent in science while chronicling the history and debate around those presuppositions. Key themes will likely include the epistemological question of how we can know anything at all, the nature of time and space, the Quantum revolution, the relationship between science, ethics, and religion, and key figures responsible for paradigm shifts in the history of science (e.g., Aristotle, Copernicus, Bacon, Newton, Faraday, Darwin, Einstein). (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 368 Introduction to Mythology.** A seminar style, reading and discussion based course exploring mythology from a variety of primarily, though not exclusively, Western cultures (e.g., Greek, Norse, Egyptian, Arthurian) while also providing a Christian perspective on the importance of the mythological imagination as well as the role and genre of "true myths." (3)

**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 406 History of Christian Spirituality.** This course will examine the spiritual traditions present in the early, medieval, early modern (Reformation and Counter-Reformation), and contemporary Church. Attention will be paid to the history of Christian worship along with primary source engagements with great spiritual authors from each of these ages. (3)

**TH 408 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 5<sup>th</sup> 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. (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 437 Race, Gender, and Evangelicalism.** A seminar style, reading and discussion based course probing the explosive history and relationship between Evangelicals, gender, and race, particularly – though not exclusively – with the United States. Students will be equipped with a broader historical, biblical, philosophical, and theological framework upon which to draw when engaging with culture and the church regarding these sensitive topics. (3)

**TH 440 Women's Spiritual Writings.** A seminar style, readings and discussion based class highlighting seminal female texts in the Christian tradition. Author rotations will likely include, but not be limited to, Julian of Norwich, Margery Kempe, Hildegard of Bingen, Catherine of Siena, Theresa of Avila, Susanna Wesley, Margaret Fell, Hannah More, Catherine Booth, Josephine Butler, Phoebe Palmer, Octavia Albert, Dorothy Day, and Maya Angelou. (3)

**TH 456 New Age Thought and Practice.** A seminar style, reading and discussion based course tracing the roots of New Age thought in Western Esotericism, Theosophy, and Spiritualism through to the explosion of New Age spirituality in the 1960s and 70s, with special reference to its on-going influence on contemporary culture. In addition to standard readings, the course materials will incorporate a variety of mediums, especially films and novels. (3)

**TH 462 Plato.** A seminar style, reading and discussion based course primarily engaging with the Dialogues of Plato, with some brief interludes to relevant historical episodes (e.g., Neoplatonism, Augustine, the Renaissance, Cambridge Platonism). (3)

**TH 466 Christology.** "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 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 477 Religion and Fiction.** A seminar style course built around reading multiple works of fiction in their entirety and discussing them together at length. Text selection will vary from year to year, though regular authors would include the likes of Fyodor Dostoevsky, Graham Greene, Flannery O'Connor, G.K Chesterton, George MacDonald, Shusaku Endo, and Marilynne Robinson. (3)

**TH 482 Ethics.** A survey and critical examination of various historical and systematic approaches to ethics. Attention is also given to representative contemporary moral issues. (3)

**TH 496 Seminar on Charles Taylor.** A seminar style, reading and discussion based course exploring the thought of Catholic philosopher Charles Taylor. Each iteration of the course will involve an in-depth reading and analysis of one to two primary works, such as A Secular Age, Sources of the Self, or The Malaise of Modernity. (3)

**TH 501 Practice in Spiritual Formation.** A course in which students both study and engage in the formative Christian practices of reading Scripture and praying. This course is intended to be repeated up to 3 hours total credit. (1)

**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. (3)

**TH 606 Ethics.** A survey and critical examination of various historical and systematic approaches to ethics. Attention is also given to representative contemporary moral issues. (3)

**TH 607 Christology.** 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. (3)

**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. (3)

**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. (3)

**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. (3)

**TH 618 Wisdom from the Ancient Church.** This course examines spiritual progress as understood by important authors and traditions in the Early Church. In particular, we will examine prominent ways of reading Scripture, of understanding and fostering personal and moral development, and of deepening the practice of prayer in the Christian's life. (3)

**TH 626 Augustine.** A seminar style reading and discussion based course centered around the life and works of St. Augustine of Hippo. A broad survey of Augustine's thought and life will be followed by a careful reading through specific texts, such as Confessions, City of God, On the Trinity, or selected sermons and letters. (3)

**TH 627 Lewis, Tolkien, and the Theological Imagination.** A seminar style, reading and discussion-based course, giving students the chance to explore the broader corpus of either C.S. Lewis or J.R.R. Tolkien (focus varies by year). The class will engage the writings of one of these authors with attention paid to worldview, philosophical, theological, and literary issues. (3)

**TH 637 Race, Gender, and Evangelicalism.** A seminar style, reading and discussion based course probing the explosive history and relationship between Evangelicals, gender, and race, particularly – though not exclusively – with the United States. Students will be equipped with a broader historical, biblical, philosophical, and theological framework upon which to draw when engaging with culture and the church regarding these sensitive topics. (3)

**TH 640 Women's Spiritual Writings.** A seminar style, readings and discussion based class highlighting seminal female texts in the Christian tradition. Author rotations will likely include, but not be limited to, Julian of Norwich, Margery Kempe, Hildegard of Bingen, Catherine of Siena, Theresa of Avila, Susanna Wesley, Margaret Fell, Hannah More, Catherine Booth, Josephine Butler, Phoebe Palmer, Octavia Albert, Dorothy Day, and Maya Angelou. (3)

**TH 643 Philosophy of Science.** This course examines the philosophical presuppositions inherent in science while chronicling the history and debate around those presuppositions. Key themes will likely include the epistemological question of how we can know anything at all, the nature of time and space, the Quantum revolution, the relationship between science, ethics, and religion, and key figures responsible for paradigm shifts in the history of science (e.g., Aristotle, Copernicus, Bacon, Newton, Faraday, Darwin, Einstein). (3)

**TH 656 New Age Thought and Practice.** A seminar style, reading and discussion based course tracing the roots of New Age thought in Western Esotericism, Theosophy, and Spiritualism through to the explosion of New Age spirituality in the 1960s and 70s, with special reference to its on-going influence on contemporary culture. In addition to standard readings, the course materials will incorporate a variety of mediums, especially films and novels. (3)

**TH 662 Plato.** A seminar style, reading and discussion based course primarily engaging with the Dialogues of Plato, with some brief interludes to relevant historical episodes (e.g., Neoplatonism, Augustine, the Renaissance, Cambridge Platonism). (3)

**TH 668 Introduction to Mythology.** A seminar style, reading and discussion based course exploring mythology



from a variety of primarily, though not exclusively, Western cultures (e.g., Greek, Norse, Egyptian, Arthurian) while also providing a Christian perspective on the importance of the mythological imagination as well as the role and genre of “true myths.” (3)

**TH 677 Religion and Fiction.** A seminar style course built around reading multiple works of fiction in their entirety and discussing them together at length. Text selection will vary from year to year, though regular authors would include the likes of Fyodor Dostoevsky, Graham Greene, Flannery O’Connor, G.K Chesterton, George MacDonald, Shusaku Endo, and Marilynne Robinson. (3)

**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. (3)

**TH 696 Seminar on Charles Taylor.** A seminar style, reading and discussion based course exploring the thought of Catholic philosopher Charles Taylor. Each iteration of the course will involve an in-depth reading and analysis of one to two primary works, such as A Secular Age, Sources of the Self, or The Malaise of Modernity. (3)

**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. (3)

**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. (3)

**TH 706 History of Christian Spirituality.** This course will examine the spiritual traditions present in the early, medieval, early modern (Reformation and Counter-Reformation), and contemporary Church. Attention will be paid to the history of Christian worship –since much of Christian spirituality is corporate – along with primary source engagements with great spiritual authors from each of these ages. (3)

**TH 708 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 5<sup>th</sup> 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. (3)

**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. (3)

**TH 833 The Trinity.** A historical and systematic seminar on the central Christian doctrine of the Trinity. (3)

**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 PH 838. (3)

**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. (3)

**TH 899 Special Issues in Systematic and Philosophical Theology.** Specialized study of an area of Systematic and Philosophical Theology not covered in existing courses. (3)

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

**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)

**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)



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

## 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. (0)

## 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. (3)

**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. (3)

**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) (3)

**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) (3)

**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) (3)

### 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. (3)

### 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. (3)

**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. (3)

**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. (3)

**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. (3)

**WS 899 Special Issues in Worship Studies.** Specialized study of an area of Worship Studies not covered in existing courses. (1-3)

**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 years' worth of ministry programming (for either children's or youth ministry) through careful hermeneutic and exegetical practice. (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. (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)

**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)

**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. (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 Vice President of Academics.

### Academic Appeals

Students may appeal an academic decision. Such appeals may include disputes over assigned grades, other individual faculty decisions and requirements, or academic 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 the Vice President of Academics 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 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 Vice President of Academics the appeal will be considered by the President. 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 Vice President of Academics 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 Vice President of Academics.

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 Vice President of Academics 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, using Artificial Intelligence, 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

LCU uses the following terms in describing and offering academic courses, in addition to the other terms and policies used later in this chapter:

- Asynchronous:** an online course that wholly or mostly is conducted without face to face interaction with the professor or other students.
- Block Class:** a course that includes in-person experiences that are offered in an all-day format one day each month of the semester.
- Credit Hour:** Federal regulations about credit hour expectations effectively mandate that every 3-hour course requires 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 that includes one week (typically M-F) of all-day in-person experiences during the semester.
- Semester:** a 16-week period in the fall or in the spring, and a 14 week period in the summer.
- 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.
- Synchronous:** an online course that includes substantial face to face interaction between professor and students, and will typically have established meeting times.

## Academic Calendar

The academic calendar is published on the LCU website and on page 83 of the catalog.

## 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, MDiv) 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 advisors are crucially important. To that end, each student is assigned to the Director of Student Achievement or 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 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 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 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.

It is the responsibility of the instructor to make clear in the course syllabus (which is distributed at the beginning of the semester) the exact attendance requirements for the course. Attendance for online courses is equivalent to completing all required work on time for a given weekly session (discussion posts, written assignments, etc.). It is institutional policy to allow no more than two absences (for any reason) per course credit hour (i.e. for semester long courses, four absences in a 3-hour course that meets twice per week, or six absences in a course that meets three times per week, four hours of one block class session, or one half day of an intensive week course). Students who exceed this limit or violate any other attendance requirements outlined in the syllabus are subject to any of the following: dismissal from the class, failure of the class, lowering of the final grade in the class, lowering of an assignment’s grade, or compensatory work in the class as assigned by the instructor. The final decision as to what, if any, action will be taken is up to the instructor, who may consult with the Vice President of Academics if desired.

Students missing more than 25% of a course may be withdrawn from the course and could be 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 if a student is approaching the absence limit. The instructor and the Director of Student Achievement will then work with the student about his or her absences and missed work. If a student reaches the 25% absence mark, and the instructor and Director of Student Achievement determine that the student cannot complete the assigned work in the class because of extenuating circumstances, the WF policy will be applied. Students falling into this category of attendance can appeal to the Vice President of Academics for reconsideration of the withdrawal. Students who anticipate not being able to follow this attendance policy should contact the Director of Student Achievement during the first week of class to request an official,

voluntary withdrawal (W, not WF) to avoid any academic penalty.

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

## Catalog

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 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. Regardless of when they are approved, catalog changes are generally implemented once a year in August. Also, catalogs are generally not implemented before the date on the catalog. This allows for a more manageable implementation process. Students are 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

Students changing from one program to another should secure a Change of Program form from the Registrar's Office or through Student Resources from 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 (Undergraduate)

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.

## Discipline or Dismissal

The University Student Handbook describes several situations that might lead to the discipline or dismissal of a student for a variety of reasons (see also the 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 Vice President of Academics, 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 Vice President of Academics, 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 Vice President of Academics 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

In order to graduate, students must meet the following requirements:

- 1) Completion of all academic requirements for the degree, with a cumulative grade point average of at least 2.0 for undergraduate students and 2.5 for graduate students.
- 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 Vice President of Academics. 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.

## 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, undergraduate 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:** Undergraduate 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 399 or 900-level (Research in...). 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, upon application, be readmitted at the institution as long as he or she left in good academic standing.

## Nondiscrimination Policy

Lincoln Christian University admits students of any biological sex, race, color, age, and national and ethnic origin to all the rights, privileges, programs, and activities made available to students at the University. It does not discriminate on the basis of biological sex, 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

Undergraduate students may be placed on academic probation either as a result of their cumulative grade point average (all transfer and LCU courses) or term grade point average (courses at LCU only). Students failing to achieve the minimum cumulative grade point averages listed below will be placed on academic probation.

- 1.50 after 1-15 hours
- 1.75 after 16-30 hours
- 2.00 after 31 hours and above

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 Vice President of Academics.

Note: Students placed on academic probation may be eligible for only one additional semester of financial aid (see "Satisfactory Academic Progress" on page [73](#)).

Students placed on academic probation are typically given certain conditions that they must meet in order

to remain enrolled at the university, and will be informed in writing of the conditions of their probation.

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 of LCU courses.

### Graduate & Seminary

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 (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 Vice President of Academics 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.

## 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 the College Board fee. 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 150 or 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 or SC 150
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
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 as part of US 500 Orientation. After taking the exam, the student will be able to determine that, if he or she did well, the student should have sufficient skills to move forward in the program. If the student did poorly (below 60%), the student's skills are adequate to move forward, but has deficiencies that need to be addressed. Please review the explanations for the answers on the Canvas quiz for a better understanding of why an answer was marked wrong. It is the student's responsibility, then, to improve on his or her own. Students should make note of incorrect answers and strive to correct those areas in written assignments in his or her classes.

## Repeated Courses Policy

LCU students may repeat a class he or she has 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 Requirements

At least one-fourth of the hours for any undergraduate degree program must be completed through course work offered by LCU. At least one-third of the hours for any Graduate and Seminary program must be completed through course work offered by LCU.

Additionally, all COUN courses in the MAC program must be taken on campus, but up to 15 credit hours of transferred in COUN courses that may have been taken online.

### 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 Vice President of Academics.

### Shared Credits in Two Degree Programs

Students may double count credit hours toward both an undergraduate and graduate or Seminary degree the University offers provided they complete the program requirements for each degree.

### 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.

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 do not qualify under other criteria (e.g., medical) may request a one-year extension of their I-20 if they have a plan to finish in that time period and have not failed the same course more than once.

### Transcripts

Current students may access and print an unofficial copy of their transcripts by accessing their own academic records through the Student Portal. Alumni or students (or the parents of financially dependent students, as defined by federal guidelines for financial aid purposes) may examine their official transcript by making a verbal request in the Registrar's Office. Except during times of unusual workload or other exceptional cases, the request will be honored immediately (in all cases by the next business day). A printed copy of the transcript will be made available in person or by mail only with the written authorization of the student involved. To secure a transcript, current students should fill out a Transcript Request form in the Registrar's Office or on the website. A \$7.50 fee is charged for each electronic transcript copy and \$10 fee

for each paper transcript copy, whether official or otherwise. Employers or prospective employers may request official transcripts directly from the Registrar's Office with written consent of the student/alum.

## Transfer Courses after Enrollment

For students currently enrolled at LCU, all transfer credit replacing courses in the major must be pre-approved by the student's advisor and 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 Vice President of Academics, 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. Demonstration of 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. Comply with 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. Students may appeal a transfer of credit decision to the Vice President of Academics if they believe their request was denied unfairly. No more than two-thirds of the total hours required for any degree program may be met through transfer credits, and the residency requirement must still be met.

Lincoln Christian University is a participant in the Illinois Articulation Initiative (IAI), whose iTransfer website, [www.itransfer.org](http://www.itransfer.org), provides information as to what undergraduate 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 undergraduate 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.
- 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 LCU degree programs. In some cases, vocational credit may be applied to required courses with permission of the Registrar or the Vice President of Academics.

## ADMISSIONS PROCEDURES

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

### Admissions 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 evidence alignment with our mission.

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

### Application Process

Students may apply for admission online at [www.LincolnChristian.edu/apply](http://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 a recognized (with a strong preference that it be 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 Admissions 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 Admissions Office.
- 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 Admissions 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 the Admissions Office.
- If a student is denied admission, he or she may reapply for enrollment for the academic semester one year following the one for which they were denied admission (e.g. if denied for Fall 2023, the earliest semester they could seek enrollment in would be Fall 2024). 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.
- All admissions decisions are final.

## **Admission to the University**

### **Regular Admission**

Standard admission with no restrictions

### **Provisional and Conditional Admission**

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

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

Additionally:

Any 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 Vice President of Academics, is required in order to remain enrolled.

Any undergraduate 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.

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.

## 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 the student has 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 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](http://www.wes.org))
    - Educational Credential Evaluators, Inc. ([www.ece.org](http://www.ece.org))
    - Josef Silny & Associates ([www.jsilny.com](http://www.jsilny.com))
    - InCred ([www.incredevals.org](http://www.incredevals.org))
    - SpanTran ([www.spantran.com](http://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 Admissions 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 \$2,000 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 Graduate Admission 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) 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 he or she attempts 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.

## 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 undergraduate 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 three (3) dual-enrollment courses per semester (i.e. 9 hours 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, but are guided by the Director of Student Success as his or her advisor.

## 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 diploma (for an undergraduate student) or a bachelor's degree (for a graduate or Seminary student). LCU's usual tuition and fee schedule will apply. Non-degree seeking students are not eligible for financial aid, and are limited to a total of 9 credit hours of coursework. Some class prerequisites may apply and students must adhere to academic policies and student life guidelines in place at the time of enrollment.

### 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

An auditor participates in a course by receiving all the course content and materials, but is not required nor expected to complete any assignments (nor is the instructor obligated to grade any assignments turned in by an auditor). Students are officially noted as auditors (on course rosters and on transcripts) but do not receive any academic credit for an audited course nor does auditing a course replace a prior failing grade.

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.

### Military Veterans

Military veterans who qualify for education benefits should obtain the necessary certification of eligibility for training online at [www.irs.gov](http://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).

### 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 Admissions 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. Unless otherwise authorized by the Vice President of Academics, 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 or 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 2023-2024 academic year are:

Tuition	\$510
Tuition for MAC	\$580
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.

## Other Fees and Costs

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

Change of Major or Program	\$10
Change of Schedule (after refund period)	\$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)	\$90
Thesis (120+ pages)	\$100
COUN 602 Basic Counseling Techniques	\$30 (video lab fee)
COUN 730 Neuroscience and Counseling	\$35
COUN 751 Career Development Counseling	\$25
OL 607 Interpersonal Leadership for Organizational Effectiveness	\$45 (testing materials)
US 098 Orientation to LCU	\$100
US 500 Orientation to LCU	\$100
Proficiency Exam Fee	\$25
Technology Fee	\$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.lincolncristian.edu](http://www.lincolncristian.edu).

▪ Textbook costs vary according to the course schedule of students.

## 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 15<sup>th</sup> 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 15<sup>th</sup> 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 FSEOG.

## Withdrawing from a Course

Refunds and grades are determined differently for courses that are 16 weeks in length and those that are less than 16 weeks in length (i.e. Thursday block classes, intensive weeks, and 8-week courses). Students withdrawing from one or more 16-week courses, but not from the entire institution, are entitled to a full refund of tuition only for that course or courses through the second week (the 14th calendar day) of the semester. Students who withdraw before the semester begins or during the first two weeks of the semester will have the course removed from their transcript. Students who drop during weeks 3 or 4 of the semester receive no refund and will be given a grade of W (withdraw), which has no academic penalty. Students who withdraw after the first four weeks receive no refund and are typically given a grade of WF (withdraw – F), which does count against the grade

point average, unless there are extenuating circumstances, as determined by the Vice President of Academics. Refer to Incomplete/Withdrawal policy on page 58 for details.

Refunds and grades for dropped courses less than 16 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 x2250  
[finaid@lincolnchristian.edu](mailto: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](http://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.

- 1.5 after 1-15 hours
- 1.75 after 16-30 hours
- 2.00 after 31 hours and above
- 2.50 for MDiv and MA students

**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. 120 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 Vice President of Operations. Students must provide evidence of misapplication of the applicable rules and policies, animus, discrimination, or new and compelling evidence not previously considered. 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](http://www.isac.org) for further information.



## 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 and program major. 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](http://studentaid.gov)).

### Academic Scholarship (Undergraduate)

- Annual award amounts range from \$1,000 to \$4,000
- Based on high school GPA or college GPA with more than 24 post high school credit hours
- Full-time enrollment required
- Recipients must maintain a 2.75 GPA each term to renew award

### 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; 4.5 hours each semester for Seminary; 3 hours each semester for Graduate
- Seminary recipients must register for 9 credit hours or more in fall and spring semester to be eligible
- Graduate recipients must register for 6 credit hours in fall, spring, and summer semester to be eligible
- Recipients must maintain a 3.0 GPA each semester to renew award
- Applicants need to submit a 250-300 word essay describing why they desire a graduate education and their ministry goals

### Dean's Scholarship (Graduate)

Awarded to a limited number of first-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; 1.5 hours each fall and spring semester for

Lincoln on-campus; 1 hour each fall, spring, and summer semester for graduate online

- Recipients must register for 6 credit hours each semester to be eligible
- Recipients must maintain a 3.0 GPA each term to renew award
- Applicants need to submit a 250-300 word essay describing why they desire a graduate education and their ministry goals

## 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

### 60+ Grant (Undergraduate)

Students 60 years of age or older pursuing an undergraduate degree may receive a \$100 per credit hour tuition award.

- Applies to full-time or part-time enrollment

### LCU Graduate Scholarship (Graduate)

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 2.5 GPA each term to renew award

### International Scholarship (Undergraduate/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
- 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

### **Servant Leader Scholarship (Undergraduate/Graduate)**

Awarded to a limited number of students. This is a need-based scholarship, awarded only after other scholarship/award opportunities have been exhausted.

- Amount determined by the Financial Aid Office
- A summary of need can be submitted by the student or faculty advisor
- Recipients must maintain a 2.5 GPA each term to renew award

### **Veterans Scholarship (Undergraduate/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 undergraduate and graduate students. Scholarship decision are made on the basis of academic achievement, Christian character, commitment to ministry, and financial need.

## **Financial Aid Policies**

### **Award Policy**

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

## **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.

Students are urged to be good stewards of their finances in applying for loans, given the limited financial compensation typically associated with leadership ministry.

### **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.

### **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. The Church Ministries Office is glad to work with students to connect them with churches not only in the Lincoln area, but around the United States.

## 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 2023-2024 are:

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### 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	Dr. Brian E. Messner, PhD
Vice President of Alumni & Advancement	Brady Cremeens, MA
Vice President of Operations	Danielle Fields, EdD
Special Assistant to the President	Brian Lowery, MDiv

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*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*

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MMus, University of Illinois

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## 2023-2024 ACADEMIC CALENDAR

FALL SEMESTER	2023
Intensive Week #1	August 14-18
Classes Begin	Monday, August 21
First 8 Week Session	August 21 – October 13
Labor Day (no classes; except for Monday night MAC courses)	Monday, September 4
Last Day to Drop a Semester-long Class	
With Refund	Monday, September 4
Without Refund	Monday, September 18
First Grading Period Ends	Friday, October 13
Fall Break	October 14-22
Intensive Week #2	October 16-20
Second 8 Week Session	October 23 – December 15
Spring Registration	October 30 – November 21
Thanksgiving Break	November 22 – 26
Final Exams	December 11 - 14
Last Day of Semester	Friday, December 15
SPRING SEMESTER	2024
Intensive Week #1	January 2 – 6
Classes Begin	Monday, January 8
First 8-Week Session	January 8 – March 1
Martin Luther King Day (no classes; except for Monday night MAC courses)	Monday, January 15
Last Day to Drop a Semester Long Class	
With Refund	Monday, January 22
Without Refund	Monday, February 5
Spring Break	March 2 – 10
Intensive Week #2	March 4 – 8
Second 8-Week Session	March 11 – May 3
Summer and Fall Registration	March 18 – April 12
Easter Break (no classes; except for Monday night MAC courses)	March 28 – April 1
Final Exams	April 29 – May 1
Last Day of Semester	Friday, May 3
Commencement (10 a.m.)	Saturday, May 4
SUMMER SCHOOL	
Class Sessions	May 6 – August 9
Memorial Day (offices closed)	Monday, May 27

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