

Experience Outstanding

LINCOLN
COLLEGE



2020-2021
Undergraduate
Catalog

“Always bear in mind that your own resolution to succeed is more important than any other thing.”

Abraham Lincoln

This catalog is not to be regarded as an irrevocable contract between the student and Lincoln College. While a student's catalog degree requirements will not be changed by the College, Lincoln College reserves the right to make changes and add addenda with regard to policies, procedures, fees and charges, and scheduled course offerings.

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Welcome to Lincoln College

Welcome from Dr. David Gerlach,
President:

On behalf of the entire Lincoln College community, it is my pleasure to both welcome you and congratulate you on your choice to attend Lincoln College. Whatever your ultimate goal is – a bachelor degree, an associate degree, or transfer - Lincoln College stands ready to provide you the experiences and support needed for your success. Lincoln College is committed to learning, and both our size and our culture ensure that you will always be recognized as an individual and that

you will have opportunities to enrich your education by involving yourself in college life.

Our faculty and staff are dedicated to assuring that your time here is beneficial, enjoyable, and challenging. Please make the most of those services designed to help you succeed. We welcome your suggestions for making our programs and services more effective in meeting your needs, as well as the needs of students who follow you. Best wishes for a rewarding and successful learning experience as you join the Lincoln College community. Go Lynx!

Dr. David Gerlach, President

"I will prepare, and some day my chance will come."

Abraham Lincoln

We'd like to answer your questions.

Call us at (800) 569-0556

Visit Lincoln College online: lincolncollege.edu

Email us at admission@lincolncollege.edu

GENERAL INFORMATION

Mission Statement, Vision, and Core Values



*Experience
Outstanding*

OUR MISSION

Lincoln College uniquely empowers students to realize their full potential.

OUR VISION

“To be a recognized leader in transforming students’ lives”

OUR VALUES

- S**TUDENT-CENTERED
- T**EACHING EXCELLENCE
- U**NIQUE VALUE PROPOSITION
- D**IVERSE COLLEGE COMMUNITY
- E**MPOWERED PEOPLE
- N**URTURING ENVIRONMENT
- T**RANSFORMING LIVES
- S**TUDENT SUCCESS

Outstanding
PLACE TO WORK

Outstanding
STUDENT EXPERIENCE

Outstanding
RESULTS

History of Lincoln College

Lincoln College, chartered Lincoln University in 1865, is a private liberal arts college. The College's roots date back to December 1864. After investigating several sites, commissioners selected Lincoln, Illinois as the location for a new university. On February 6, 1865, a charter for the new university was secured from the Illinois General Assembly. Just six days later, on Abraham Lincoln's last living birthday, ground was broken for University Hall, the first College building. The foundation was completed and the cornerstone laid by September 1866, and instruction for men and women began that November. The first commencement in 1868 honored three graduates. Thus, Lincoln College took its place among the pioneer educational institutions of the Midwest.

In 1929 the Board of Trustees converted Lincoln College from a four-year institution to one of the premier two-year junior colleges in Illinois, and for the remainder of the twentieth century the campus in Lincoln, Illinois was dedicated to offering associate degrees to its diverse student bodies. That proud tradition of associate degree education was continued when a campus in Bloomington-Normal, Illinois was established in 1979 to serve the educational needs of the residents of that area as well as other students throughout Illinois.

In 2001, Lincoln College sought and received permission from the Higher Learning Commission to return to the College's original mission of offering four-year baccalaureate degrees. The Normal site was the first to offer the College's **baccalaureate degree programs** which were then expanded in 2009 to include two fine arts degrees at the Lincoln campus. The baccalaureate degree program offerings have now grown to offer majors in Liberal Arts; Theatre; Jazz Studies; Criminal Justice; Business Management; Supply Chain and Logistics Management; Sport Management; Health Services Administration; Organizational Leadership; Entrepreneurship; Radio, Television and New Media; Community and Human Services; Vocal Performance; Conservation Biology; Exercise Science; and General Studies.

In 2007, Lincoln College established the **Accelerated Bridge to Education (ABE)** program administered through its Normal site in which select degrees of the College are offered via five-week or eight-week hybrid courses for working adults to return to college to earn their degree. ABE degree programs now include offerings in Liberal Arts, Business Management, Supply Chain and Logistics Management, Health Services Administration, Criminal Justice, Sport Management, Organizational Leadership, and Entrepreneurship. Designed for working adult-learners and non-traditional students, the ABE program allows students to earn between 27 and 36 credit hours per academic year in progress toward their chosen degree while balancing the demands of family and work life. In 2011, Lincoln College was approved to open a new site in **Oglesby, Illinois** in cooperation with Illinois Valley Community College and, in 2015, was approved to open an additional new site in **Peoria, Illinois** in cooperation with Illinois Central College as an avenue for degree completion through Lincoln College's highly successful Adult Bridge to Education (ABE) program. In 2018, the College began offering five-week courses on the Lincoln Campus toward the Bachelor of Business Administration in Business Management with five-week courses toward the Bachelor of Science in Criminal Justice added in Lincoln in 2019.

Lincoln College is a vibrant institution with the entire college community working together to explore new ways to meet the evolving needs of learners. Currently, Lincoln College is in the process of returning to its roots as a baccalaureate institution by **expanding its baccalaureate degree options at the Lincoln campus** for traditional students. President David Gerlach has embarked on a bold and visionary plan to add three or more baccalaureate degrees to the Lincoln campus over the next five years reflecting the fact that the College actively seeks innovative ways to reach out to all learners with new, diverse educational offerings. This innovation, diversity of offerings, and varied educational

deliveries have helped to retain Lincoln College's reputation as a pioneer educational institution in the Midwest.

Accreditation

Lincoln College is accredited by the Higher Learning Commission. For further information regarding this accreditation, contact the Higher Learning Commission at 230 South LaSalle Street, Suite 7-500, Chicago, Illinois 60604-1411, phone (800) 621-7440 or visit them at hlcommission.org/General/contact-us.htm.

Specialized Accreditation – Business Management

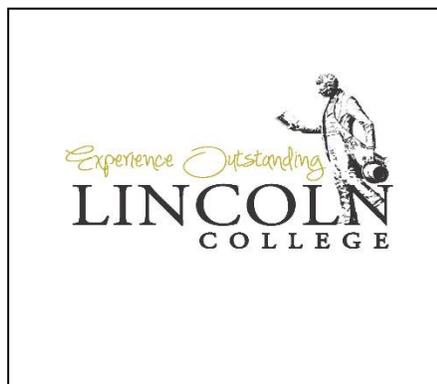
Lincoln College has received specialized accreditation for its business programs through the International Accreditation Council for Business Education (IACBE), located at 11374 Strang Line Road, Lenexa, Kansas, 66215. The business program in the following degree is accredited by the IACBE: Bachelor of Business Administration in Business Management.

The IACBE is the leading outcomes-based professional accrediting organization for business programs in student-centered colleges and universities throughout the world. The IACBE exists to promote, develop and recognize excellence in business education. For more information, visit IACBE's website at iacbe.org, call (913) 631-3009, or mail them at 11374 Strang Line Road, Lenexa, KS, 66215.

The Lincoln College Approach to Education

Lincoln College has long fostered a personal approach to education. It had a tradition of personal education before the concept became universally popular. The tradition, guiding mission, faculty philosophy, student services, and low faculty-student ratio enable the College to provide the important element of individualized attention that can make the difference between failure and success for our many diverse learners. The mission of the College is

“Lincoln College uniquely empowers students to realize their full potential.”



The primary relationship on any college campus is the faculty-student relationship. Lincoln College faculty members attempt, through diligent work and professional expertise, to provide the best possible environment for students to achieve academic success and personal growth, whether in the traditional programs at the Lincoln campus or in the Accelerated Bridge to Education delivery format. Academic standards are maintained by the faculty members whose efforts for the student do not end with the mere presentation of subject matter. Being a faculty member at Lincoln College means being available for tutoring, providing enrichment opportunities for advanced students, and taking a personal interest in the success of each student.

Educational Delivery Options: Traditional and Accelerated

There are two educational delivery formats offered at Lincoln College serving the diverse population of students who enroll. Each delivery option is attached to a specific campus location which meets the needs of the principal population of the students it serves.

Consistent with federal definitions and with Lincoln College policy, a credit hour is the unit of measurement used at Lincoln College to signify the amount of work that is associated with successful

completion of a course. Awarding of credit hours is based upon evidence of student achievement. Student performance is measured as it relates to the prescribed learning outcomes of the course. Lincoln College offers courses in a variety of instructional modalities, including face-to-face, hybrid, and online instruction and accelerated terms (including summer sessions). Regardless of the length of term or the mode of instruction, it is expected that a student who is prepared for college-level work and reasonably motivated to succeed will spend a minimum of 35 hours per semester hour credit in course-related activity. This activity includes actual classroom instruction time, exams (preparing for and taking exams), class preparation (e.g., reading and written assignments, project work, etc.), and other class-related activities (e.g., lab hours, field trips, etc.). Traditional face-to-face classes must meet in a face-to-face environment a minimum of 680 minutes per credit hour, e.g.:

- 41 fifty-minute face-to-face sessions plus final exam time (semester-based class)
- 28 seventy-five minute face-to-face sessions plus final exam time (semester-based class)
- 5 four-hour face-to-face sessions (5-week ABE module)
- 8 three-hour face-to-face sessions (8-week ABE module)

As described above, hybrid and online classes will meet according to the model described herein, i.e., spend a minimum of 35 hours per semester hour credit in course-related activity. This includes actual classroom instruction time, exams (preparing for and taking exams), class preparation (e.g., reading and written assignments, project work, etc.), and other class-related activities (e.g., lab hours, field trips, etc.).

Traditional Academic Programs

Lincoln campus

The Traditional Academic Program is offered at the Lincoln campus and is defined as programs, degrees, and offerings which follow an educational delivery method following the traditional practices of higher education. Serving both traditional and non-traditional student populations, Lincoln College traditional programs offer bachelor's and associate degrees in a traditional college setting. Courses generally are 15 weeks long and may be offered in a traditional face-to-face setting, hybrid model (face-to-face blended with online learning), or completely online courses. The traditional academic program is offered at the Lincoln campus with a traditional academic and student life setting including academic buildings housing the various academic departments, library, residential housing, collegiate athletics, Fitness Center in the Lincoln Center, a cafeteria, a student center, bookstore, and student activities and organizations.

The Traditional Academic Program at the Lincoln campus offers bachelor degrees in Business Management; Criminal Justice; Sport Management; Radio, Television, and New Media; Theatre; Jazz Studies; Community and Human Services; Vocal Performance; Conservation Biology; Exercise Science; Organizational Leadership; Liberal Arts; and associate degrees. The College is continually investigating opportunities for expanding the degree options at the Lincoln campus.

Accelerated Bridge to Education (ABE)

Normal, Oglesby (Illinois Valley Community College), Peoria (Illinois Central College), ABE at Lincoln

The ABE Program provides a convenient way for students already in the workforce or who have an earned associate degree to continue their education. Historically, most traditional college classes have been designed to meet for three to four hours weekly over a fifteen to sixteen-week period. Courses in the ABE program, however, are designed to cover the same college-level material in five weeks or eight weeks, meeting weekly for a three or four-hour class session *with the remainder of the coursework to be completed outside of class in an online environment*. This accelerated format allows students in the ABE program (5-week and 8-week courses) to take up to three or four courses in a single semester.

The ABE Program offers bachelor degrees in Liberal Arts, Business Management, Criminal Justice, Health Services Administration, Organizational Leadership, Supply Chain and Logistics Management, and Entrepreneurship. Associate degrees are not offered in the accelerated format.

Accelerated Bridge to Education (ABE) Mission

The Accelerated Bridge to Education (ABE) program at Lincoln College provides the highest quality accelerated educational programs for students who need their educational delivery in a non-traditional format. The ABE program accomplishes this through dynamic learner-centered instruction, active scholarship, personal attention, and experiential learning. The ABE program, through the effort of its administration and faculty, designs, delivers and assesses the knowledge, skills and competencies acquired by non-traditional students from the curriculum as well as defines and assesses bodies of work from life/work experience to confer degrees with rigor.

Accelerated (ABE) Program Goals

- Utilize nontraditional outreach and program initiatives to help adult learners overcome barriers to entering college and being successful in completing an education.
- Establish a course delivery system that allows learners to balance personal and professional obligations.
- Create and implement student services and support programs to help facilitate academic success.
- Utilize learner-centered teaching models to develop skills emphasizing oral and written communication, critical thinking, global awareness, decision-making, and analytical reasoning.
- Emphasize academic excellence, practical application of theory, active participation, and ethical decision making in all programs of study.
- Provide individualized advising for each student from the beginning of an academic experience through graduation to assist adult and other non-traditional learners to attain educational and career goals.
- Engage in regular assessment practices to enhance program development and student satisfaction.
- Utilize technology to enhance the learning experience as well as provide timely and relevant information.
- Establish strategic partnerships with employers to improve educational opportunities for adult learners.

Non-Discrimination Statement

Lincoln College expressly prohibits any form of unlawful harassment or discrimination based on race, creed, color, religion, sex, national origin, age, disability, gender, sexual orientation (including gender identity), marital status, military discharge status, veteran status, veteran [sic] or status in any group protected by state or local law in admission to and participation in its educational programs, college activities and services, or its employment practices. The College does not tolerate sexual harassment by or of its students or employees. It is the intent of the College to comply with all equal opportunity regulations including, but not limited to, Title VI of the Civil Rights Act of 1964, Title IX of the 1972 Educational Amendments and Section 504 of the Rehabilitation Act of 1973. Inquiries may be directed to the Office of the President, Lincoln College, 300 Keokuk Street, Lincoln, Illinois, 62656. Telephone (217) 732-3155, extension 200.

ACADEMIC CALENDARS (2020/2021)

Traditional/16-Week Academic Calendar

FALL SEMESTER 2020 (Lincoln Campus - Traditional)	
Faculty Workshop	Thursday, August 12
Classes (Traditional & 18) Begin	Monday, August 17
Last Day to Add a Class	Friday, August 21
"W" Begins for Dropped 8-Week (18) Classes	Monday, August 24
10-day Count (Traditional classes)	Friday, August 28
"W" Begins for Dropped Traditional Classes	Monday, August 31
Labor Day – No Classes	Monday, September 7
"WF" Begins for Dropped 8-Week (18) Classes	Monday, September 28
Midterm Grades Due to Registrar by NOON	Monday, October 12
8-Week (28) Classes Begin	Monday, October 12
Midterm Grades Available in <i>MyLynx</i>	Wednesday, October 14
"W" Begins for Dropped 8-Week (28) Classes	Monday, October 19
Last Day to Drop with a "W"	Friday, October 23
"WF" for Dropped Classes Begins	Monday, October 26
Registration for Spring 2021	Monday, October 26 – Friday, October 30
"WF" Begins for Dropped 8-Week (28) Classes	Monday, November 23
THANKSGIVING BREAK – NO CLASSES	Monday, November 23 – Friday, November 29
Classes Resume	Monday, November 30
Classes End	Friday, December 4
Finals Week	Monday, December 7 – Friday, December 11
Final Grades Due to Registrar by NOON	Monday, December 14
Final Grades available in <i>MyLynx</i>	Wednesday, December 16



SPRING SEMESTER 2021 (Lincoln Campus - Traditional)	
Faculty Workshop	Wednesday, January 6
Classes Begin (Traditional & 18)	Monday, January 11
Last Day to Add a Class	Friday, January 15
DR. MARTIN LUTHER KING, JR. HOLIDAY – NO CLASSES	Monday, January 18
“W” Begins for Dropped 8-Week (18) Classes	Monday, January 18
10-day Count (Traditional Classes)	Monday, January 25
“W” Begins for Dropped Traditional Classes	Monday, January 25
“WF” Begins for Dropped 8-Week (18) Classes	Monday, February 22
Spring Break – No Classes	Monday, March 8 – Friday, March 12
Midterm Grades Due to Registrar by NOON	Monday, March 8
Midterm Grades available on MyLynx	Wednesday, March 10
Classes Resume	Monday, March 15
8-Week (28) Classes Begin	Monday, March 15
Registration for Summer & Fall 2021	Monday, March 15 – Friday, March 19
“W” Begins for Dropped 8-Week (28) Classes	Monday, March 22
Last Day to Drop with a “W”	Friday, March 26
“WF” for Dropped Classes Begins	Monday, March 29
Spring Holiday – No Classes	Friday, April 2 – Monday, April 5
Classes Resume	Tuesday, April 6
“WF” Begins for Dropped 8-Week (28) Classes	Monday, April 26
Classes End	Saturday, May 1
Finals Week	Monday, May 3 – Friday, May 7
Honors Assembly & Commencement Exercises	Saturday, May 8
Final Grades Due to Registrar’s Office by NOON	Monday, May 10
Final Grades available to on <i>MyLynx</i>	Wednesday, May 12



SUMMER 2021 (Lincoln Campus - Traditional)	
First 6 Week & 12 Week Classes Begin	Monday, May 17
Last Day to Add a First 6 Week or 12 Week Class	Friday, May 21
"W" Begins for First 6 Week/ 12 Week Class	Monday, May 24
Memorial Day – No Classes	Monday, May 31
"WF" for Dropped First 6 Week Classes Begins	Monday, June 21
First 6 Week Classes End	Saturday, June 26
First 6 Week Final Grades Due by NOON	Monday, June 28
Second 6 Week Classes Begin	Monday, June 28
Last Day to add a Second 6 Week Class	Friday, July 2
Independence Day Observed-No Classes	Monday, July 5
"W" Begins for Second 6 Week Classes	Tuesday, July 6
"WF" for Dropped 12 Week Classes Begins	Monday, July 12
"WF" for Dropped Second 6 Week Classes Begins	Friday, July 30
Second 6 Week & 12 Week Classes End	Saturday, August 7
Second 6 Week & 12 Week Final Grades due by NOON	Tuesday, August 10
Fall 2021 Classes Begin	Monday, August 16



Accelerated Bridge to Education (ABE) Academic Calendar (All Locations)

FALL SEMESTER 2020 (ABE)	
(N1) 8- Week Classes begin	Monday, August 17
(A1) 5- week Classes begin	Monday, August 17
LABOR DAY – NO ABE CLASSES <i>(Monday classes meet Friday, Sept. 11 or as arranged by the instructor via Canvas Conferences)</i>	Monday, September 7
(A1) 5- Week Classes End	Saturday, September 19
(A1) 5- Week Final Grades due to Registrar by NOON	Monday, September 21
(A2) 5- Week Classes begin	Monday, September 21
(N1) 8- Week Classes End	Saturday, October 10
(N1) 8- Week Final Grades due to Registrar by NOON	Monday, October 12
(N2) 8- Week Classes begin	Monday, October 12
Registration for Spring 2021 Begins	Monday, October 26
(A2) 5- Week Classes End	Saturday, October 24
(A2) 5- Week Final Grades due to Registrar by NOON	Monday, October 26
(A3) 5- Week Classes Begin	Monday, October 26
THANKSGIVING BREAK – NO CLASSES	Monday, November 23 – Sunday, November 29
(A3) 5- Week Classes End	Saturday, December 5
(A3) 5- Week Final Grades due to Registrar by NOON	Monday, December 7
(N2) 8- Week Classes End	Saturday, December 12
(N2) 8- Week Final Grades due to Registrar by NOON	Monday, December 14

SPRING SEMESTER 2021 (ABE)	
(N3) 8- Week Classes Begin	Monday, January 11
(A4) 5- Week Classes Begin	Monday, January 11
DR. MARTIN LUTHER KING, JR. HOLIDAY – NO CLASSES <i>(Monday classes meet Friday, January 22 or as arranged by the instructor via Canvas Conferences)</i>	Monday, January 18
(A4) 5- Week Classes End	Saturday, February 13
(A4) 5- Week Final Grades due to Registrar by NOON	Monday, February 15
(A5) 5- Week Classes Begin	Monday, February 15
(N3) 8- Week Classes End	Saturday, March 6
(N3) 8- Week Final Grades due to Registrar by NOON	Monday, March 8
(N4) 8- Week Classes Begin	Monday, March 8
Registration for Summer and Fall 2021 Begins	Monday, March 15
(A5) 5- Week Classes End	Saturday, March 20
(A5) 5- Week Final Grades due to Registrar by NOON	Monday, March 22
(A6) 5- Week Classes Begin	Monday, March 22
SPRING HOLIDAY – NO CLASSES <i>(Monday classes meet Friday, April 9 or as arranged by the instructor via Canvas Conferences)</i>	Friday, April 2 – Monday, April 5
(A6) 5- Week Classes End	Saturday, April 24
(A6) 5- Week Final Grades due to Registrar by NOON	Monday, April 26

5- WEEK ONLY SPRING BREAK – NO CLASSES	Monday, April 26 – Sunday, May 2
(N4) 8- Week Classes End	Saturday, May 1
(N4) 8- Week Final Grades due to Registrar by NOON	Monday, May 3
Honors Assembly and Commencement Exercises	Saturday, May 8

SUMMER SEMESTER 2021 (ABE)	
(A7) 5-Week Classes Begin	Monday, May 3
(N5) 8-Week Classes Begin (8-week (N5) classes (5/3/21-6/19/21) will last 7 weeks. Courses bearing 3 credit hours will meet for 3 hours and 30 minutes each night rather than 3 hours each night. N6 will return to normally scheduled 8-week courses.)	Monday, May 3
MEMORIAL DAY – NO CLASSES <i>(Monday classes meet Friday, June 4 or as arranged by the instructor via Canvas Conferences)</i>	Monday, May 31
(A7) 5- Week Classes End	Saturday, June 5
(A7) 5- Week Final Grades due to Registrar by NOON	Monday, June 7
(A8) 5- Week Classes Begin	Monday, June 7
(N5) 8- Week Classes End	Saturday, June 19
(N5) 8- Week Final Grades due to Registrar by NOON	Monday, June 21
(N6) 8- Week Classes Begin	Monday, June 21
Independence Day Observed – No Classes <i>(Monday classes meet Friday, July 9 or as arranged by the instructor via Canvas Conferences)</i>	Monday, July 5
(A8) 5- Week Classes End	Saturday, July 10
(A8) 5- Week Final Grades due to Registrar by NOON	Monday, July 12
(A9) 5- Week Classes Begin	Monday, July 12
(A9) 5- Week Classes End	Saturday, August 14
(N6) 8-Week Classes End	Saturday, August 14
(A9) 5-Week Final Grades due to Registrar by NOON	Monday, August 16
(N6) 8- Week Final Grades due to Registrar by NOON	Monday, August 16
Fall 2021 Classes Begin	Monday, August 16

ADMISSIONS

“Towering genius disdains a beaten path. It seeks regions hitherto unexplored.”

- Abraham Lincoln

Introduction to Admissions at Lincoln College

Lincoln College welcomes applications for admission from all students who feel that they can benefit from and contribute to the varied academic and extracurricular offerings of the College. Admission to the College and its programs (Traditional Academic Programs in Lincoln and the Accelerated Bridge to Education Program (ABE) in Normal) is based on a holistic approach. Care is taken to ascertain that the potential students' goals and aspirations are consistent with the degree requirements, their academic abilities, and the delivery format in which they are interested.

The admission requirements to Lincoln College may vary according to the delivery method and location to which the student applies. The traditional academic programs and the Accelerated Bridge to Education (ABE) (5-week and 8-week formats) have separate requirements outlined below.

Traditional Program Admissions: Lincoln Campus

The Office of Admissions for Traditional Programs is located in the Bernard E. Behrends Admissions Building on the Lincoln, Illinois campus. Office hours are from 8:00 am to 5:00 pm Monday through Thursday and 8:00am to 4:00pm on Friday or Saturday by appointment only. Contact the Office of Admissions by phone at 1-800-569-0556 or email admission@lincolncollege.edu.

Overview

Application review and acceptance to Lincoln College is based on a holistic review of the students' high school transcripts, level of curriculum enrolled in, and standardized test scores. In some cases, students may be required to submit additional documents.

First-Time Freshman General Admission Requirements

High school students are encouraged to apply early in their senior year, but late applications will be considered fully as the College has a rolling admissions policy (no deadline for receiving applications).

Freshman Application Material Requirements

To determine an applicant's qualifications and to complete a student's admissions file, the following documentation and information are required:

- A completed Application for Admission (lcadmissions.lincolncollege.edu/apply/)
- Official high school transcript or official GED
- Official scores from the ACT or SAT (Optional)

Upon Acceptance Students Must Provide:

- An enrollment deposit of \$50.
Students may submit the enrollment deposit online at lcadmissions.lincolncollege.edu/product/admission-deposit/

- A housing deposit of \$125 if the student plans to live on campus. Students may submit the housing deposit online at cadmissions.lincolncollege.edu/product/admission-deposit/
- Tuition and fees must be paid in full by August 1 for the Fall semester and by November 1 for the Spring semester. Payment arrangements may be made through the Business Office by calling (217) 735-7225. Payment in full or payment arrangements must be made prior to moving on campus and/or beginning classes.
- Register and attend a Student Orientation, Advising, and Registration (SOAR) date (see additional SOAR information below).

Transfer Student General Admission Requirements

The diversity of social and academic backgrounds that transfer students bring adds much to campus life. Accordingly, Lincoln College actively seeks to enroll transfer students from all areas of the United States and foreign countries and strives to provide an atmosphere that is both challenging and rewarding.

Transfer Student Admission Criteria

Requirements for all entering transfer students are as follows*:

1. Lincoln College Online Transfer Application
2. High school diploma or successful completion of the GED Exam.
3. Submission of **official transcripts** of all college work attempted.

NOTE: Transfer students who intend to apply for financial aid who have not earned an associate degree will be required to submit official high school transcripts or an official GED score report in order to receive financial aid regardless of the number of credit hours earned at previous institutions.

Acceptance of Transfer Credit

Credit from collegiate institutions which are accredited by one of the agencies recognized by the U.S. Department of Education will be considered for acceptance at Lincoln College according to the academic policies regarding transfer credit detailed later in this catalog. Please see Articulation of Transfer Credits under the Academic Policies section of this catalog.

Courses articulated by Lincoln College as specific Lincoln College courses for a particular student are identified by the Registrar, listed in the student's official file, and added in the appropriate section on the student's official graduation audit. Those courses which do not articulate as an equivalent Lincoln College course are counted as elective credits in most degrees. Degree programs have differing curricula. Associate degree-seeking students must complete 20 of their final 27 credits at Lincoln College. Bachelor degree-seeking students generally must complete their last 30 credits at Lincoln College.

Lincoln College participates in the Illinois Articulation Initiative (IAI). The IAI program is a statewide agreement between participating colleges and universities. It is designed to facilitate timely degree completion for students who transfer between institutions. Completion of Illinois Articulation Initiative approved courses at any participating institution may satisfy general education requirements (see Programs of Study.) More information about the Illinois Articulation Initiative and participating institutions can be found at www.iTransfer.org.

Generally, a maximum of 6 hours of vocational/technical/career coursework may be applied to the elective portion of any degree granted by Lincoln College with few exceptions.

International Students General Admission Requirements

International Students are defined as those individuals who are not citizens or permanent residents of the United States and who intend to enter Lincoln College to pursue a full-time course of study.

International Student Admissions Entrance Examinations – English Language Proficiency

All international applicants whose native language is not English are required to submit the results of the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS). TOEFL and IELTS are administered throughout the world at many locations several times a year. Further information can be obtained by consulting the nearest United States Embassy, consulate, United States Information Agency, or by visiting www.ets.org for the TOEFL or www.ielts.org for the IELTS exams.

A minimum TOEFL score of 550 (paper-based test), 213 (computer-based test), or 79 (internet-based test) or a minimum band score of 6.5 on the IELTS is required for application review and admission to Lincoln College. TOEFL or IELTS is not required of students attending International or American schools abroad or whose native language is English; rather, the Scholastic Aptitude Test (SAT) or the American College Test (ACT) will be required.

International Transcripts and Educational Records of Coursework

All international student applicants must submit educational records (official transcripts, country examinations, diplomas and certificates) which have been certified by an officer of the educational institution issuing the documents or by a United States or local government official. Secondary school records should represent the last four (4) years of study. Official transcripts and all secondary educational records from the country in which the student studied must be submitted to a credentialed foreign transcript evaluation service and then sent to the College. All secondary and post-secondary records must be translated to English and evaluated on a course-by-course basis as comparable to the United States appropriate grading system by level.

There are many foreign transcript services for international students; however, Lincoln College recommends that students use WES (<http://www.wes.org/>), ECE (<https://www.ece.org/>) or Educational Perspectives (<http://www.edperspective.org>). International student athletes are encouraged to use InCred – International Credential Evaluations (<https://www.incredevals.org>), the evaluator endorsed by the NAIA athletics conference.

All international university-level study will be evaluated for possible transfer credit by the Office of the Registrar. Accurate evaluation cannot be made without a syllabus, catalog, or course descriptions. Consequently, all international transfer students must submit their foreign catalog (providing program and course descriptions) in English or in an official English translation. **Please note:** documents defined as “original” must be in their original sealed envelope or sent directly from the testing agency or institution.

International Student Admission Criteria

Requirements for all entering international students are as follows*:

1. Submission of **Official Transcripts/Documentation** of all coursework attempted (as described above).
2. Minimum TOEFL scores of 550 paper-based, 213 computer-based, and 79 internet-based or 6.5 band score on the IELTS (not required if the student’s native language is English).

** An ACT or SAT score may be submitted in place of a TOEFL or IETLS score only if the country’s native language is English or the student attended an International or American school abroad.*

International Student Application Procedure

In determining an international applicant's qualifications and to complete an international student's Admissions file, the following documentation and information are required prior to enrolling at Lincoln College:

- **International Student Admissions Application:** A completed International Student Application for Admission (<http://lcadmissions.lincolncollege.edu/apply/international/>)
- **Transcripts/Educational Records:** Submit official secondary and post-secondary (if applicable) transcripts/educational records from all colleges and secondary schools attended. (These records should first be submitted by the student to a foreign credential evaluation agency and translated to English and evaluated as comparable to the United States appropriate grading system as described above).
- **English Proficiency:** Submit official TOEFL or IELTS scores as described above (not required if English is the student's native language or if the student submits ACT or SAT scores for an International or American school abroad).

Upon Acceptance (Issuance of the I-20 Certificate of Eligibility for Nonimmigrant Student Status)

Upon acceptance, students must provide the following prior to an I-20 being issued:

- Proof of adequate finances (ability to pay) for one year of tuition, room, board and fees. (An official letter translated in English from the student's financial institution or a current bank statement is required.)
- If the student is being sponsored by another individual, group, or organization, the proof of adequate finances must be provided by completing the International Financial Sponsor form and providing an official letter translated in English from the sponsor's financial institution.
- A valid passport.

Tuition and fees must be paid in full by August 1 for the Fall semester and by January 1 for the Spring semester for the student to enroll in coursework.

Former Lincoln College Student Readmission Requirements

Students who have interrupted their studies at Lincoln College by not enrolling for one calendar year or longer and wish to return and enroll must apply for readmission. Students who are readmitted must comply with all requirements of the current course catalog (including curricular requirements) for the catalog year for which they re-enroll. The following conditions must be met before a student can be re-admitted:

- Students must show a zero balance on their student account at Lincoln College and be current with any student loans that are in repayment.
- Students who have accumulated academic credit at another institution of higher education during their absence are required to submit official transcripts from the institution(s).
- Students must be approved for readmission by the Office of Student Affairs, the Academic Affairs Office, Financial Aid, and the Admissions Office.

Students who were academically suspended from Lincoln College for a period of one calendar year must follow these Readmission/Reapplication procedures. Readmission is not guaranteed.

Readmission Application Procedure

In determining a re-entry applicant's qualifications for admission and to complete the applicant's readmissions file, the following documentation and information are required prior to re-enrolling at Lincoln College:

- A completed Application for Admission (<http://lcadmissions.lincolncollege.edu/apply/>)

- Submit official transcripts from all previous and current institutions of higher education attended.

All college policies and curriculum in the catalog current at the time of readmission are applicable to the student. Students should be aware that curricular requirements may have changed at the time they are readmitted and should plan accordingly.

Home-School Student Admissions Requirements

Lincoln College considers candidates who have received a home school-based education. As is the case with all applicants, home schooled candidates will be considered on an individual basis to determine an appropriate admission decision.

Home-School Admission Criteria

Requirements for all entering first-time freshman are as follows*:

1. An official copy of Academic Records indicating the grade point average, a summary of all courses taught by the home school, the title of each course, grade received and name of instructor – *or* – an official copy of GED score report showing successful completion.

Home-School Application Material Requirements

In determining an applicant's qualifications and to complete a student's admissions file, the following documentation is required:

- A completed Application for Admission (<http://lcadmissions.lincolncollege.edu/apply/>)
- Official transcript or official GED

If the home-schooled candidate is registered with the state department of education, the registration number and the name of the home school educator should be included on the documents.

Non-Degree Seeking Student Admissions Requirements

Students who wish to enroll and do not intend to complete a degree at Lincoln College may apply for admission to Lincoln College as a Non-Degree Seeking Student. Non-Degree Seeking Students are subject to all College policies and procedures including admissions requirements, criteria, and academic standing policies as outlined later in this catalog.

If a Non-Degree Seeking Student wishes to convert to a degree-seeking program, they must follow the appropriate application procedure for the degree and/or campus program they wish to pursue as outlined in this catalog. A maximum of thirty (30) semester credit hours taken as a Non-Degree Seeking Student at Lincoln College can be applied toward a Lincoln College degree should a student decide to seek a degree.

Non-Degree Seeking Admission Criteria

Requirements for Non-Degree Seeking Students are as follows:

1. Meet all prerequisites for coursework for the classes for which the student intends to enroll.*
2. Meet the minimum requirements for freshman or transfer admissions as outlined above.
3. Students who have been denied regular admission to Lincoln College and students suspended or dismissed from the College are not eligible to enroll as a Non-Degree Seeking Student.

** Non-Degree Seeking applicants must take the ACCUPLACER placement tests to enroll in any English Composition class or math courses unless an official transcript from another institution of higher education demonstrates successful completion of the prerequisite coursework required for the math and/or English Composition classes for which the student intends to enroll.*

Non-Degree Seeking Student Application Material Requirements

Non-Degree Seeking Students must complete the following admissions process prior to enrolling at Lincoln College:

- A completed Application for Admission (<http://lcadmissions.lincolncollege.edu/apply/>)
- Submit official transcripts from all previous and current institutions of higher education attended.
- High School students submit official high school transcripts.

Notification of Admission Decision & Enrollment Deposits

Admission decisions are made on a rolling basis prior to the start of each semester. Decisions are made once the applicant has a complete application file containing all required documents (as outlined in the sections above). All notifications will be mailed as soon as the student's application file is reviewed by the Admissions Office.

Applicants choosing to accept their offer of admission should submit a \$50.00 enrollment deposit. Applicants requiring on-campus housing must also complete the online housing application and submit an additional \$125.00 housing deposit. Preference for, and availability of, housing is determined by the date on which payment of the housing deposit was received. Enrollment and housing deposits are refundable until May 1.

Upon Notification of Acceptance:

- The student must submit the required \$50.00 enrollment deposit and \$125.00 housing deposit (residential students only) in order to register for classes and be considered for on-campus housing space.
- Requirements for enrollment in traditional program coursework by student classification:
 - **All New Students** must register for a *Student Orientation, Advising, and Registration (SOAR)* session. Contact the Admissions Office for more information about session dates, registration, and fees.
 - **Readmission Students** register for classes by scheduling a meeting with an academic advisor by calling (217) 735-7294 or through the Admissions Office.
 - **Non-Degree Seeking Students** register for classes by scheduling a meeting with an academic advisor by calling (217) 735-7294 or through the Admissions Office. The academic advisor and/or the Admissions Office will help schedule any necessary placement tests.
- Submit a completed *Immunization Information Form*. (<http://healthservices.lincolncollege.edu/>)
- Return a completed housing application form (*residential students only*). (<http://lchousing.lincolncollege.edu/>)

Confirmation of Early Registration: Students must pay tuition and fees or make arrangements for deferred tuition payments (if needed) with the Student Accounts Office by August 1. If the student enrolls after August 1, they must make payment arrangements at the time of enrollment. Students will not be allowed to move into the residence halls or begin classes without full payment or payment arrangements.

Student Orientation, Advising and Registration (SOAR)

New students must register for a Student Orientation, Advising and Registration (SOAR) event. The SOAR program is required of all new incoming students and their parents/guardians. SOAR is designed to help students make the academic transition from high school or their transfer institution to Lincoln College. During SOAR, students take any mandatory College Board ACCUPLACER tests, learn general information about the policies of the College, meet with academic advisors, and register for classes. Students also

have the opportunity to explore the campus and meet with College faculty, staff, and current students. Contact the Admissions Office for more information about session dates, registration and fees.

Accelerated Bridge to Education (ABE) Admissions

The Office of Admissions for Accelerated Bridge to Education (ABE) Programs, regardless of operational location, is located in the Academic Building on the Normal, IL site. Office hours are from 9:00 am to 6:00 pm Monday through Friday or by appointment. Contact the Office of Admissions by phone at (309) 452-0500 or email abeinfo@lincolncollege.edu.

Overview

Admission to the Accelerated Bridge to Education and its academic programs is based on a holistic approach. Each applicant's total academic, extracurricular, and work experiences are reviewed. Care is taken to ascertain that potential students' goals and aspirations are consistent with the degree requirements and their academic abilities.

Students who are below the minimum admissions requirements for the accelerated program/format to which they are applying may be required to submit documents for review by the Academic Review Committee. Students who are accepted through the Academic Review Committee may be preliminarily admitted pending completion of their current coursework at another institution.

ABE Student General Admission Requirements

Admission to the ABE program is based on a holistic approach. Each applicant's total academic and full-time work record is reviewed. Care is taken to ascertain that the potential student's goals and aspirations are consistent with the academic degree requirements, their academic skills, their ability to balance the demands of their work-family life with being a student, and their ability to be successful in intensive, time-compressed courses.

Prospective ABE students **must apply a minimum of 3 weeks before the start of their desired session (A1-A9 sessions)** to ensure optimal course availability and orientation to the accelerated program. If the application is not complete within 3 weeks, acceptance for the desired session start date will not be guaranteed. Applicants may be accepted for any session start date in the Fall (A1-A3), Spring (A4-A6), or Summer (A7-A9) semesters (see the ABE Academic Calendar earlier in this catalog for the session starting and end dates.)

General Criteria of the ABE Program

Lincoln College is a learner-centered institution and is fully committed to the success of adult, non-traditional students. The ABE program and its courses are predicated on the idea that adult learners who have a breadth of full-time work experience can situate their learning in their life-world experience and demonstrate achievement of course and programmatic learning outcomes more quickly than those students who lack such depth and breadth of experience.

ABE Student Admissions Criteria

Criteria for acceptance for all prospective ABE students are as follows*:

1. All students must have minimum cumulative grade point average of at least 2.0/4.0 scale at the time of graduation from high school -or- a cumulative grade point average of at least 2.0/4.0 scale from all other higher education institutions attended.
2. A prospective student must meet ONE of the following two conditions, Adult Student or Academic Accomplishment, for acceptance in the ABE program:

Condition One: Adult Student. Meet both of the following:

1. The equivalent of two years, post-high school, full-time (at least 30 hours/week) employment.
2. At least 21 years of age or older.

Condition Two: Academic Accomplishment. Meet one of the following

1. An earned associate degree from a regionally accredited institution.
2. ACT composite score of 25 or higher.
3. At least 24 transferable credit hours earned with a 2.00 transfer GPA

** Students not meeting all of the minimum academic admission requirements listed above may be considered for admission, in some instances, through the Academic Review Committee or the ABE Appeal for Admissions Policy described below.*

ABE Student Application Materials Requirements

In determining an applicant's qualifications for the ABE program and to complete a student's Admissions file, the following documentation and information are required/suggested:

- A completed **Application for Admission** (<http://abe.lincolncollege.edu/apply/>) (**required**)
- Submit **official transcripts** from all previous institutions attended. (**required**)
- Official transcripts from high school or official GED score report. (required if the student has never attended college in the past).

** NOTE: ABE students who intend to apply for financial aid and who have not earned an associate degree will be required to submit official high school transcripts or an official GED score report in order to receive financial aid regardless of the number of credit hours earned at previous institutions.*

ABE International Students General Admission Requirements

International Students are defined as those individuals who are not citizens or permanent residents of the United States and who intend to enter Lincoln College to pursue a full-time course of study. Because Lincoln College's accelerated hybrid course offerings do not guarantee full-time enrollment each semester, an I-20 Certificate of Eligibility for Nonimmigrant Student Status is not available for ABE students.

ABE Non-Degree Seeking Student Admissions Requirements

Students who wish to enroll in the Accelerated Course Program and do not intend to complete a degree at Lincoln College may apply for admission to Lincoln College's Accelerated Bridge to Education as a Non-Degree Seeking Student. Non-Degree Seeking Students are subject to all College policies and procedures including admissions requirements, criteria and academic standing policies as outlined later in this catalog. If a Non-Degree Seeking Student wishes to convert to a degree-seeking program, they must follow the appropriate application procedure for the degree and/or campus program they wish to pursue as outlined in this catalog. A maximum of thirty (30) semester credit hours taken as a Non-Degree Seeking Student at Lincoln College can be applied toward a Lincoln College degree should a student decide to seek a degree.

Non-Degree Seeking Admission Criteria

Requirements for Non-Degree Seeking students are as follows:

1. Meet all of the Admissions Criteria for admission to the selected Accelerated Course Program
2. Meet all Prerequisites for coursework for the classes for which the student intends to enroll. *

3. Students who have been denied regular admission to Lincoln College and students suspended or dismissed from the College are not eligible to enroll as a Non-Degree Seeking Student.

* Non-Degree Seeking applicants must take the Placement tests to enroll in any English Composition class or math courses unless an official transcript from another institution of higher education demonstrates successful completion of the Prerequisite coursework required for the math and/or English composition classes for which the student intends to enroll.

Non-Degree Seeking Student Application Material Requirements

Non-Degree Seeking Students must complete the admissions process for the Accelerated Bridge to Education prior to enrolling at Lincoln College). *

Former ABE Student Readmission Requirements

ABE program degrees are designed to allow flexibility to complete the course of study. Students may find it necessary to stop taking courses for a period of time and, if they did not enroll for at least one calendar year, can apply for readmission to Lincoln College at any time following the same application procedures and requirements indicated above. ***Students who have accumulated academic credit at another institution of higher education during their absence are required to submit official transcripts from the institution(s).***

ABE students who were academically suspended from Lincoln College for a period of one calendar year must follow these Readmission/Reapplication procedures. The readmission decision may be subject to the requirements of the Academic Review Committee including, but not limited to, a written personal statement, a personal interview, and/or letters of recommendation. Readmission is not guaranteed.

All college policies and curriculum in the catalog current at the time of readmission are applicable to the student. Students should be aware that curricular requirements may have changed at the time they are readmitted and should plan accordingly.

Expired ABE Applications

All ABE applications remain current for one year after submission. ABE students who do not enroll in any Lincoln College course within one year must reapply and the ABE admissions process under the policies and degree requirement in effect at the time of reapplication. There will be another confirmation deposit required prior to enrollment.

Acceptance of Transfer Credit in ABE Programs

Credit from collegiate institutions which are accredited by one of the regional accrediting associations will be considered for acceptance at Lincoln College according to the academic policies regarding transfer credit detailed later in this catalog. Please see Articulation of Transfer Credits under the Academic Policies section of this catalog.

Courses articulated by Lincoln College as specific Lincoln College courses for a particular student are identified by the Registrar, listed in the student's official file, and added in the appropriate section on the student's official graduation audit. Those courses which do not articulate as an equivalent Lincoln College course are counted as elective credits in most degrees. Degree programs have differing curriculum. Bachelor degree-seeking students generally must complete 24 out of their last 30 credits at Lincoln College.

Generally, a maximum of 6 hours of vocational/technical/career coursework may be applied to the elective portion of any degree granted by Lincoln College with few exceptions.

ABE Program Appeal for Admission

Lincoln College is a learner-centered institution and is committed to the success of its students. The interactive nature of our accelerated courses requires students to be able to apply classroom theory to real work and/or life situations, and students who lack this background may not be as successful in achieving course learning outcomes in time-compressed, intensive, courses.

There are instances, however, where some students who do not meet the admissions criteria for our accelerated formats are still able to contribute to the richness of our classroom discussions. In this situation, students may request special consideration when applying. The student must demonstrate how previous work and life experiences have prepared them for study in Accelerated Bridge to Education degree programs.

To appeal for admission to the Accelerated Bridge to Education:

- Students should submit official transcripts of all undergraduate coursework or official high school transcripts if the student has completed fewer than 24 semester hours at the time of application.
- Students should submit a typed letter of appeal addressed to the ABE Academic Review Committee which includes information about the following:
 - Work history and the nature and scope of work responsibilities, and;
 - How work and other experiences will enable the student to be successful in the accelerated classrooms at Lincoln College (particularly in terms of immediate application of previous experiences to course content and peer interactions).
- Students may also be required to attend an admissions appeal interview with the ABE Academic Review Committee.

Once the materials have been received, they will be reviewed by the ABE Academic Review Committee. Applicants will be notified of an admission decision within one week after receipt of the appeal letter and/or completion of a personal interview.

Notification of ABE Admission Decision & Enrollment Deposit

ABE admission decisions are made on a rolling basis at least three weeks prior to the start of a session. Decisions are made once the applicant has a complete application file containing all required documents (as outlined in the sections above). All notifications will be emailed as soon as the student's application file is reviewed by ABE Admissions (or by the ABE Academic Review Committee, if applicable).

Applicants respond to offers of admission by forwarding a \$50 confirmation deposit which is applied directly to the tuition of the first ABE class.

Upon Notification of Acceptance:

- The student must submit the required **\$50.00 tuition deposit** in order to register for classes.
- Meet with the **assigned academic advisor to develop a Plan of Study** and register for the classes. Note: ABE admissions will provide accepted students with the contact information for their assigned academic advisor.
- Register for and attend the **ABE new student orientation class (ABE 101)** prior to starting the first class.
- Request **official transcripts from all colleges and universities** attended to be sent directly to the Lincoln College Office of the Registrar (if any official transcripts are outstanding). Note: Students may take classes for one semester prior to submission of all official transcripts but then will not be allowed to enroll in subsequent semesters until the official transcripts are received by Lincoln College.

Program to Program Transfer Admissions

Students may apply for transfer from one Campus program (Traditional Academic Programs and ABE program) of Lincoln College to another Campus program of Lincoln College but should only do so after consulting an academic advisor. Changing Campus programs/formats may result in additional coursework and different major requirements and may impact financial aid.

Students applying to change Campus programs must meet all admission requirements of the campus program to which they are transferring as indicated by the admissions requirements detailed in this catalog. Any student transferring campus programs at Lincoln College must be in good academic standing and/or meet the readmission policies related to academic suspension to the program to which they are transferring. Acceptance and transfer to the new campus program/format is not guaranteed. Because the campus programs/formats sometimes offer different courses on their course rotation, students who are accepted into the new campus program/format will begin under the appropriate and current curriculum in the catalog at the time of transfer. There is no application fee for application for admission into a new campus program/format.

Academic Renewal: Returning Lincoln College Students

The Academic Renewal Policy allows Lincoln College students with a cumulative GPA below 2.00 to have one opportunity to make a fresh start at the institution *after an absence of three calendar years from any postsecondary institution*. Students can be granted Academic Renewal only once. Students must apply, in writing, for Academic Renewal to the Dean of Faculty and Instruction. Academic Renewal will be granted only if the student meets requirements for eligibility.

All previously attempted coursework remains on the student's official transcript. If a student is granted Academic Renewal, the Academic Renewal grade point average begins when the student resumes taking courses at Lincoln College. Lincoln College will place a statement on the student's transcript indicating the Academic Renewal status and the beginning of a separate Academic Renewal GPA. The Academic Renewal GPA will replace the institutional cumulative GPA for those students who are granted Academic Renewal. The Academic Renewal GPA will be used for determining academic standing and eligibility for graduation. At least 50% of work toward a degree must be completed after the granting of Academic Renewal status for a student to be eligible for honors at graduation.

If a student is granted Academic Renewal, credit for previously completed coursework, including any transfer work, will be retained only for courses in which a grade of "A," "B," or "C" has been earned. Credit for "D" grades will be forfeited. Retained grades are not calculated in the Academic Renewal GPA but are counted as hours earned. Any scholastic suspensions that occurred in the past will remain recorded on the student's academic record. The Academic Renewal GPA begins with the first term of re-enrollment.

Note: The granting of Academic Renewal does not supersede financial aid policies regarding satisfactory academic progress.

Student Health Records Requirements

All students admitted to the Traditional Programs on the Lincoln campus at Lincoln College are required to complete health records. Students in the Accelerated (ABE) program attending classes on the Lincoln campus will be required to submit immunization records only. Those students at all other locations are not required to submit immunization records as those sites do not have residential housing.

For traditional program students, all records and documents are required to be complete and on file in the Health Service Office August 1 for Fall semester and December 15 for Spring semester. All students must complete the following forms:

- Health History
- Immunizations*
- Tuberculosis Risk Questionnaire, and
- Student/Parent/Guardian Information.

Qualifying ABE students needing to submit immunization records must submit the designated ABE immunization form only.

*The Illinois Department of Public Health changed the college immunization code (77III. Adm. Code 694) in August 2016.

The following are the requirements:

- Three vaccines that contain tetanus/diphtheria/pertussis. One dose MUST be Tdap. The last dose of vaccine must have been administered within 10 years of the student's enrollment date.
- Two measles, mumps, rubella (MMR) vaccines given after one year of age and after December 31, 1967 OR if measles, mumps, or rubella vaccines were given separately, two measles immunizations given after one year of age and after December 31, 1967; two mumps immunizations after one year of age; two rubella immunizations after one year of age. If either dose was received prior to 1968, proof must be provided that a live virus vaccine, without gamma globulin, was administered. Students are exempt from this requirement if born BEFORE 1957. Evidence of birth date must be provided by birth certificate, driver's license, or personal identification.
- Students who cannot provide proof of immunization may provide laboratory (serologic) evidence of measles, mumps and rubella.
- One meningococcal conjugate vaccine – Menactra or Menveo-for students who are 21 or younger. A 2nd vaccine MUST be given if the 1st vaccine was given before age 16.

Although not required, it is strongly recommended providing proof of immunity to polio and immunizations against Hepatitis B (series of three injections), Hepatitis A (one or two injections), chickenpox (if the student has never had chickenpox – one/two injections), and HPV (a series of three injections).

PLEASE NOTE: A physical examination is **only required** for those students participating in competitive sports, cheerleading or Men's club volleyball. Physical examinations are valid for one calendar year. **A student will NOT be allowed to participate in the above activities without a physical on file with Health Services.**

Students not in compliance with the above requirements will be charged a late fee and will not be allowed to register for subsequent semesters until they are in compliance.

Further information can be obtained by calling the Health Services Office at (217) 735-7340.

FINANCIAL AID

The Office of Financial Aid is located in the Hart Science Building on the Lincoln campus and in the main academic building on the Normal site. Contact a Financial Aid representative by calling (217) 735-7231.

General Financial Aid Information

The Office of Financial Aid works with students to facilitate the process of receiving financial assistance. At Lincoln College, financial assistance consists of scholarships, grants, loans, and student employment. Assistance may be offered to students in a single form or in various combinations.

All Lincoln College students submitting a Free Application for Federal Student Aid (FAFSA) must name **Lincoln College, Lincoln, Illinois** as the college choice (code #001709). Awards are disbursed by semester and are renewable based upon institutional satisfactory progress policies. Lincoln College assistance is granted after other sources of assistance are exhausted. Because Lincoln College aid is used as part of a total financial package, amounts may vary according to the availability of external funds. Stated amounts are maximum annual values and are subject to yearly review and change.

Lincoln College employs two distinct Academic Calendars specific to each of the College's program delivery modalities – a Traditional Program calendar and an Accelerated (ABE) Program calendar. Because these calendars are not perfectly aligned, students wishing to enroll in courses through both the Traditional Academic Program and Accelerated (ABE) Program delivery modalities within the same semester will not be eligible to receive federal financial assistance.

Types of Financial Assistance Available

Grants

A **grant** is financial aid received from a funding agency, such as the government or a private agency. Federal and state grants are available to eligible students with demonstrated financial need. Grants do not need to be repaid and are applied directly to a student's tuition charges.

The student must be a high school graduate or GED recipient to be eligible for the following grants.

- **Federal Pell Grants*** of up to \$6,095 are available to undergraduate students (for the 2020-2021 award year of July 1, 2020 – June 30, 2021). The amount awarded to students depends not only on their financial need, but also on their costs to attend school, their status as a full-time or part-time student, and their plans to attend school for a full academic year or less.
- **Federal Supplemental Educational Opportunity Grants** are available on a limited basis to exceptionally needy students.
- **Illinois State Monetary Award Program (MAP)*** of up to \$5,340 are state funds awarded to Illinois residents who are enrolled in at least 3 credit hours and have demonstrated financial need.

** Subject to change by Federal and State regulation.*

Loans

A **loan**, unlike scholarships and grants, must be repaid. There are two types of loans available to students: subsidized and unsubsidized. With a subsidized loan, such as the Subsidized Direct Stafford Loan, the government pays the interest on the loan while the student is in school. Subsidized loans are awarded based on financial need and may not be used to finance the family contribution. With an unsubsidized loan, the borrower is responsible for the interest from the date the loan is disbursed, even while the student is still in school. Unsubsidized loans are not based on financial need and may be used to finance the family contribution.

- **Federal Direct Stafford Loan Program** (\$5,500 Freshman, \$6,500 Sophomore, \$7,500 Junior, \$7500 Senior) includes both subsidized and unsubsidized loans and provides low interest loans to qualified students who need to borrow money to help pay for college. Eligibility is determined from the processed FAFSA. The required Master Promissory Note (MPN) must be completed online at www.studentloans.gov. Lincoln College will use one lender, and it will not be necessary for students to contact a lending institution.
- **Federal Direct Parent Loans for Undergraduate Students (PLUS) (Cost minus Aid)** generally benefit borrowers who require funds in excess of what can be borrowed under the Stafford Loan Program and are available to parents of dependent students. The borrower will be notified when payments are to begin and is allowed at least 5 years, but no more than 10 years to repay. The borrower must repay the full amount plus interest, which is at a variable rate that cannot exceed 9%. Repayment of PLUS loans must begin 60 days after the last disbursement. Loan amounts may not exceed the total educational expenses less any financial aid awarded. An application request and credit check form may be obtained through the Office of Financial Aid. The required PLUS Master Promissory Note (MPN) must be completed at www.studentloans.gov.

Private Scholarships

Private scholarships, available to students having qualifications in the specified area and/or demonstrating an unmet financial need, may be awarded in lieu of other Lincoln College scholarships.

Other awards are available in the form of competitive scholarships which are awarded each spring and applied to the cost of tuition for the following fall and spring semesters. *Applications are available from the Office of Financial Aid or online. Applications are due no later than April 1 and are considered on a rolling basis after the due date has passed.* Recipients are selected and notified on a rolling basis.

Candidates for these scholarships must be continuing, degree-seeking students.

Scholarships: Students enrolled on the Lincoln campus

Endowed Scholarships

The following endowments were established through the generosity of some of Lincoln College's closest alumni, parents and friends:

J. Michael Abbott Memorial – Awarded to a worthy student athlete and established in 2006 by friends and family.

Debra D. Mills Ackerman – Preference given to a member of the DeWitt County 4-H or a student with an interest in nursing and established in 2012 by Wayne Ackerman in memory of his wife, alumnus Debra Ackerman, class of 1993.

The Alexander Family – Awarded to a worthy student in memory of W. Herbert Alexander, (LC '34), and established by Mrs. Genevieve Alexander in 2011.

Mary Irish Alvey Memorial – Established in 1982 and awarded to a worthy student in memory of Mary Irish Alvey, who believed in life-long learning, completing her Master's degree at the age of 69.

Anna K. and Bernard E. Behrends – Established by a sister (LC '36) and brother (LC '48), in 1998 and awarded to graduates of a Logan County high school or a high school contiguous to Logan County.

Margarite and Paul Berger Memorial – Established in 1997 by Margarite, (LC '36), to be awarded to a worthy student. Her brother Paul was a member of the class of 1932.

Edna Bevan Memorial – Awarded to a worthy student in memory of Ms. Bevan, a longtime friend of Lincoln College and established through her thoughtful bequest following her death in 1975.

John & Barb Blackburn – Awarded to a sophomore, junior, or senior level student who has served in a leadership role at Lincoln College in student government or other sanctioned / official LC Clubs or organizations and/or demonstrated participation in community service.

Dan Bock Memorial – Established in 2016 by Lincoln College Trustee Daniel Bock through a bequest following his death in 2015 and awarded to a worthy student.

Daniel W. Bock – Awarded to a deserving student athlete and established in 2006 by former Lincoln College Trustee, Daniel Bock, who passed away in 2015.

Melissa Brassard Memorial – Awarded to a worthy student, with preference given to a member of the Lady Lynx volleyball team. Established by her family in 2004; the award was established in memory of Melissa Brassard, a volleyball player and posthumous member of the Lincoln College class of 2005.

Arthur and Amanda Bree Memorial – Awarded to a worthy second year student from Logan County with preference given to students that maintain at least a “B” average and show financial need. Award was established in 2003 by former trustee Judith Morley in memory of her parents Arthur (LC '36) and Amanda Bree.

Mr. and Mrs. Edward Buehler Memorial – Awarded to a deserving freshman student in financial need and good academic standing. Dorothy and Tom Komnick established the scholarship in 2003 to honor Dorothy's parents who were farmers in the Beason area.

Linda L. Cooper Memorial – Awarded to a deserving student athlete and established with gifts from friends and family in 2006. Linda was a former Trustee of Lincoln College.

Percy R. and Grace M. Council Foundation – Awarded to a worthy student and established in memory of Percy R. and Grace W. Council in 1999. Mr. Council, class of 1911, was a member of the Lincoln College basketball team.

Carl Crowder Memorial – Awarded to a worthy student and established in 1975 through a bequest from Mr. Crowder, a member of the Lincoln College class of 1914.

Lynn C. Denny Memorial – Supported a poetry contest for 20 years before being converted to a fine arts scholarship through a bequest following his death in 1978.

Carolyn Eberle Memorial – Awarded to a worthy student and given in memory of Ms. Eberle by friends of Lincoln College.

Robert D. Edwards Family Memorial – Awarded to a business major and established in memory of Mr. Edwards by his family following his death in 1988. Mr. Edwards was a member of Lincoln College's Board of Trustees.

Elvira Hoepfner Fleming – Awarded to a worthy student and established by LC alumna Elvira Hoepfner Fleming, (LC '36), in 2002. Ms. Fleming passed away in 2011.

Warren W. Gallagher Memorial – Awarded to a worthy student from a rural background and established by his family following his death in 2001. Mr. Gallagher was a former trustee of Lincoln College.

J. Richard Gehlbach Memorial – Given in memory of J. Richard Gehlbach by his father, the late John Gehlbach, in 1999. John Gehlbach was a long-time Trustee of Lincoln College.

R.J. Gossett Theatre – Awarded to an outstanding incoming freshman theatre student, was established in 2000 by Lincoln College Alumna R. Jean Gossett, (LC '47), to encourage students interested in the Theatrical Arts.

Arnold & Ruth Haak, AMVET Post 71 Memorial – Awarded to a Veteran or dependent of a Veteran, with preference given to students from Logan County and given in memory of Arnold & Ruth Haak by their son Michael (LC '74) in 2011.

Janet Harris Memorial – Awarded to an outstanding art student and established in memory of their daughter by Mr. and Mrs. Thomas M. Harris Sr.

Hartsburg State Bank – Established in 2006 by Bernard E. Behrends, (LC '48), and awarded to a deserving student athlete from Logan County or the surrounding area, with preference given to Hartsburg/Emden graduates.

James T. Hickey Memorial – Awarded to a worthy student from Logan County and given in memory of Mr. Hickey, (LC '47) a former chairman of the Lincoln College Board of Trustees, Lincoln collector, farmer and curator of the Lincoln Collection of the State of Illinois.

Nathan Holden Memorial – Established by his family in 2002 and awarded to a worthy member of the Lynx baseball team from the area, in memory of Nate Holden, who died in a car accident in 2001 while attending Lincoln College.

Corrine Houston Memorial – Awarded to worthy students from Logan County and the surrounding area and established in memory of Ms. Houston through her thoughtful bequest following her death in 1985. Ms. Houston was a retired teacher and a member of the Lincoln College class of 1913.

Albert and Ruth Kapik – Awarded to a high school graduate from Lincoln or Logan County and established in 2007 by Albert and Ruth Kapik.

Coach Norm Kaye – Awarded to a freshman men's basketball player from Logan or McLean County. Player must be a first time college student, and must have shown good citizenship in high school. Established in 2014 by former LYNX athletes and friends to honor Coach Kaye.

Mary Kimbrough – awarded to a worthy student and established in 2012 by John Poertner, (LC '60) in memory of his former LC English teacher, Ms. Mary Kimbrough.

Martin Luther King Jr. Minority – Awarded to an ethnic minority student from Logan County with financial need. Established in 2009 and funded by the annual Joyce Kinzie/Martin Luther King Jr. breakfast.

William A. and Katherine A. Komnick and Marjorie (Komnick) Smith Memorial – Awarded to a deserving student in good academic standing with financial need and established in 2004 by Elsie (Komnick) Menzel, (LC '41) in memory of her parents and sister. Ms. Menzel passed away in 2013.

Wilbur and Louise Walker Layman Memorial – Awarded to an outstanding performing arts student and established by friends and family. Mr. Layman, LC class of 1927, was a member of the Lincoln College Board of Trustees.

Logan County Voiture #985 of the Forty & Eight – Established in 2002 and awarded to worthy students from Logan County who show an interest in nursing.

Edward R. Madigan Memorial – Awarded to a deserving student, with preference given to students interested in public or government service. This scholarship was established in 1994 in memory of Mr. Madigan (LC '55) by friends and family.

Anna Hayes McCarthy Memorial – Awarded to a worthy student and established by her family. Mrs. McCarthy was a member of the Lincoln College class of 1915.

Dr. Jack Means Memorial – Established in 2000 and awarded to a graduate of Illini Central High School by his family. Dr. Means was a longtime physician in Mason City and friend of Lincoln College.

Maxene Baker Michl Memorial – Awarded to a worthy student and established in memory of Colonel Michl (Rtd.), Women's Army Corp. Ms. Michl was a member of the Lincoln College class of 1939.

Frances Lane Moriearty Memorial – Awarded to two returning sophomore minority students, one male and one female, with GPA's of 2.5 or higher. Both scholarships help promote diversity on campus and were established in 2005 to honor the memory of Mrs. Frances Lane Moriearty by her children, Dr. Pam Moriearty and Scott Moriearty.

Ralph G. Newman Memorial – Awarded to a worthy student with an interest in history and the Lincoln Heritage Museum and established by friends and family in memory of former Lincoln College Board of Trustee member, Ralph Newman.

Novak-Elder – Awarded to a deserving student athlete established in 2006 by June Novak-Bock and her daughter Stephanie Elder.

Marvin and Myrtle Peplow Memorial – Awarded to a worthy student from either Logan, Tazwell or Peoria County. Established in 2012 in memory of his father Marvin, (LC '30) and mother Myrtle by their son Gary Peplow.

Lowell and Juanita Quisenberry Memorial – Awarded to a worthy student from central Illinois and established in memory of his parents, members of the Lincoln College class of 1924 (Juanita) and 1928 (Lowell), by their son, Richard L. Quisenberry in 1983.

John and Margaret Randolph – Awarded to worthy students and established in 2015 by Margaret in memory of her husband, John Randolph, who served as a Lincoln College Trustee for 18 years until his death in 2007.

Mark Shannahan Memorial – Awarded to a long distance runner on the Lynx track and/or cross country team and established in memory of their son by Gary R. and Betty J. Shannahan in 2005.

Dr. John Shute Memorial – Awarded to a worthy student and established in his memory by friends and family following his death in 1976. Dr. Shute was a member of Lincoln College's Board of Trustees.

Maynard M. and Elizabeth Eberle Small Memorial – Awarded to a deserving student with preference to students majoring in literature and established in 2001 by their daughter, Lincoln College Trustee Mrs. Shirley Edwards.

John G. Smerek Charitable Foundation – Awarded to a worthy student with a minimum 3.0 GPA and established in 2005 in memory of John George Smerek by his nephew Mark (LC '01) and Mary Ellen Cummings.

Walter E. and Thelma Spatz Memorial – Established in 1986 and awarded to an outstanding freshman woman from Logan County. Mr. Spatz (LC '25) served on Lincoln College's Board of Trustees.

Dale and Marian Spore – Awarded to a Logan County student athlete, with preference given to a member of the Lynx golf team. Dale, a Lincoln College Trustee from 1987 to 1993, and his late wife Marian established the scholarship in 2005.

Starasta Family – Awarded to a worthy student and established in 2015 by former Director of the Lincoln College McKinstry Library Mike Starasta and his wife Leslie in memory of Mike's parents, George and Betty Starasta.

Robert E. and Rosemary G. Steinfort – Awarded to a Lincoln College sophomore with preference given to a student from the Mt. Pulaski area. This scholarship was established in 2001 by former Lincoln College Trustee Scott Steinfort in memory of his parents.

Herbert A. Vance Memorial – Awarded to a worthy student with preference given to children of employees of Vance Publishing Co., Inc. and established by his family. Mr. Vance was an Emeritus member of Lincoln College's Board of Trustees.

David and Carol Walters – Awarded to an out-of-state student who participates in one of the following sports: cross country, golf, soccer, swimming/diving, volleyball or wrestling. Established by David (LC '58) and his wife Carol in 2001.

Ann Wenzel Memorial – Awarded to a worthy student who shows an interest in fine arts, with an emphasis on drawing and design, and established in 2001 by Ann Wenzel, Lincoln College-class of 1938.

Dwight Zimmerman Memorial – Awarded to a worthy student and established in 1994 by his wife Betty. Mr. Zimmerman was a Lincoln College Trustee from 1986 until 1992.

Annually Funded Scholarships

The following is a current list of annual contributors to Lincoln College's donor scholarship funds. These scholarships are renewed annually by the donor and are subject to change:

J.M. Abbott and Associates – Awarded to a worthy student from Logan County and established by J.M. Abbott and Associates, LTD in 2000.

Angela Beltchenko Dance – Awarded to a full-time sophomore at Lincoln College, participating in dance activities and in good academic standing with preference given to a student with demonstrated-financial need. This award was established by Michael and Laura Beltchenko in 2003 in honor of their daughter.

Blackburn Family – Awarded to a student with a minimum 2.5 GPA who is enrolled in the ACES transfer program or a pre-nursing student. Established by former LC President and Trustee John Blackburn and his wife Barbara in 2015.

Commerce Bank – Awarded to a worthy student and established by Commerce Bank in 2004.

Country Financial – Awarded to a worthy student who is enrolled in the ACES transfer program, established in 2015.

George Davison Memorial – Established in 2016 by Patrick and April Doolin in memory of April's father and awarded to a worthy student interested in communications technology.

Faculty/Staff – Established in 1988 and awarded to returning sophomore students who show academic achievement and participate in college activities, it is funded through the annual employee giving campaign.

Finchum Broadcasting – Awarded to a commuter student with a 3.0 GPA who is interested in the WLNK Radio Station, it was established in 2014 by father and son alums James (class of 1976) and Joshua (class of 2008).

Michael and Iris Fisher – Awarded to an ethnic minority from Illinois with a minimum 2.5 GPA and some level of community service, it was established by LC Trustee Michael Fisher and his wife Iris in 2015.

R.W. Garrett Insurance Agency – Awarded to graduates from an area high school who are in good academic standing and established by Roger Garrett, owner of the R.W. Garret Agency, Inc. in 2002.

Ruth Lee Gee – awarded to a single parent or child of a single parent, preferable from a Logan County farming family, and established in 2011 by Carol R. Gee in memory of her mother.

GROWMARK – Awarded to a student who is enrolled in the ACES transfer program, established in 2015.

Jim & Nancy Ireland Music – Awarded to a full-time student with an interest in music, participating in musical activities at Lincoln College, and in good academic standing with a preference to students with financial need. Established by Jim and Nancy Ireland in 2003.

Henry and Margaret Kirschner – awarded to a worthy student with financial need and established by Margaret Kirschner in 2011.

Lee Komnick Family – Awarded to a student who is enrolled in the ACES transfer program or demonstrated interest in Environmental Sciences, established in 2015 by Lincoln College Trustee Lee Komnick and his wife Mari Anne.

H. Safford and Betty Peacock Foundation – Awarded to sophomore students who have achieved academic honors and established in 2004 by LC Trustee Emeritus H. Safford Peacock along with his wife Betty.

Jack Peifer – Awarded to a worthy student and established in 2010 by John Peifer (LC '57), and his wife Margaret.

Rotary Club of Lincoln – Awarded to a worthy student and established by the Lincoln Rotary Club.

Runyon Family – Awarded to a student with a 3.0 GPA from Logan County who is interested in either business or agriculture. Established by Joe ('59) and Carol Runyon in 2015.

Quentin & Mary Beth Sparks ACES – Awarded to a student who is enrolled in the ACES transfer program, established in 2015 by Lincoln College Trustee Quentin Sparks and his wife Mary Beth.

Quentin & Mary Beth Sparks Environmental Science – Awarded to a student with a demonstrated interest in environmental science with preference given to graduates of Hartsburg/Emden High School involved in agriculture or graduates of Pana High School involved with the Insectarium. Established in 2012 by Lincoln College Trustee Quentin Sparks and his wife Mary Beth, the recipient will participate in a variety of activities held at the Creekside Outdoor Center for Environmental Education.

State Bank of Lincoln – Awarded to a worthy student who graduated from a local high school and established in 2002 by State Bank of Lincoln in honor of former State Bank Director and LC Trustee John R. Gehlbach.

Darrel A. Sutter – Awarded to students interested in becoming teachers with a 2.0 GPA or above who are first generation college students with community service. Established in 2015 by former Lincoln College faculty Darrel A. Sutter.

Town & Country Bank – Awarded to a worthy student who is enrolled in the ACES transfer program and established by Logan County Bank in 2002. Logan County Bank changed its name to Town & Country Bank in 2013.

Scholarships: Students enrolled in the Accelerated (ABE) Programs through the Normal Location

The following is a current list of scholarships available to Lincoln College's ABE students at the Normal site:

The Academic Achievement Scholarship is available to a student currently enrolled in at least 9 semester hours, who has completed a minimum of 15 credit hours at LCN with a recommended minimum GPA of 3.0. Consideration is given to academic rigor.

The David Davis Memorial Scholarship is available to a degree-seeking sophomore student in good standing with a recommended minimum GPA of 3.0 or better.

The Charo Triplett Memorial Scholarship is available to a student in good standing who has completed one semester of at least 6 credit hours at LCN with a recommended minimum cumulative GPA of 3.0. The scholarship is awarded on the basis of involvement in campus life, scholarship, and humanitarian qualities.

The Dorothy Scarbeary Memorial Scholarship is available to a bachelor degree-seeking student currently enrolled in at least 6 credit hours who has completed a minimum of 15 hours in a Bachelor Degree Program, is a student in good standing with the College, and holds a recommended minimum GPA of 3.0.

The **State Farm Companies Foundation Scholarship** covers full-tuition less Pell Grant and MAP Grant for students who live or work in McLean County, have financial need, and have a 3.0 overall GPA across all institutions attended or a 3.0 GPA over the most recent 30 semester credit hours. Other criteria apply.

The following is a current list of scholarships available to Lincoln College's ABE students at the Peoria site:

The RLI Peoria Scholarship is available to students attending the Peoria site who have earned a 3.0 overall GPA across all institutions or a 3.0 GPA over the most recent 30 semester credit hours. Other criteria apply.

Student Employment

Federal Work-Study Employment assists students with financial need by providing job opportunities that serve Lincoln College and the community. Work-Study assignments are made based on financial need and student skills. Wages are based on the federal minimum wage and are paid twice monthly. Students are awarded an amount of Work-Study eligibility; however, it is the student's responsibility to find an open position. Students should use the CareerLynx system to look for open positions and then contact the department with the open position to inquire about student employment.

Lincoln College Employment is available to students with responsible interest in campus employment and skills particularly necessary to college personnel, such as residential advisor. Compensation is generally by semi-monthly checks with a fluctuating salary rate.

Financial Aid Application Procedures

To apply for any type of financial aid administered by the Office of Financial Aid at Lincoln College, the student must:

1. Complete the *FAFSA*, (*Free Application for Federal Student Aid*) naming **Lincoln College, Lincoln, Illinois**, as the first college choice. In the blank requesting a school code, enter **001709**. The *FAFSA*, available online at www.fafsa.ed.gov, **must be completed each year by ALL degree-**

seeking students and should be completed as soon as possible after October 1. The FAFSA priority processing deadline is March 1.

The FAFSA form must be completed online each year by ALL students at www.fafsa.ed.gov. When the FAFSA is submitted electronically, results will generally be returned within 3 to 5 working days. If the FAFSA is mailed to the federal processor, the applicant will receive a Student Aid Report in the mail within 4 to 6 weeks.

2. Have the Financial Aid application processed by the deadline set by the Illinois State Aid Commission in order to be considered for an Illinois State Monetary Award (generally February 1 but subject to change).

Students who have previously applied for Financial Aid are considered to be Continuing Students and also must have their Financial Aid application processed by the deadline set by the Illinois State Aid Commission each year (generally February 1 but subject to change) in order to be considered for an Illinois State Monetary Award.

3. **The Student Aid Report (SAR)** is issued by the federal processor after the FAFSA is submitted. All LC financial aid is determined from the SAR. This includes Lincoln College Scholarships, Illinois State Monetary Awards, Federal Pell Grants, Federal Direct Stafford Loans, and Federal Work-Study.
4. Upon receiving the SAR, the student should make any corrections online at www.fafsa.ed.gov. After all revisions are complete, the student and the College each receive a final copy of the report. The College will then send a *Financial Aid Award Letter* to the student's permanent address showing the financial aid that the student is eligible to receive. No scholarships or grants will be awarded until the Office of Financial Aid receives a processed SAR from the federal processor.

Determination of Financial Aid

The amount of any federal and state aid awarded to students is based on need. Need is determined by subtracting the estimated family contribution (EFC) from the cost of education as illustrated below. The estimated family contribution is identified on the *Student Aid Report (SAR)* issued by the federal processor after the FAFSA is processed.

$$\begin{array}{r} \text{Cost of Education (College Budget)} \\ - \text{Parent/Student Contribution (EFC or Expected Family Contribution)} \\ \hline = \text{Student's Unmet Need} \end{array}$$

Unmet need may be met with SCHOLARSHIPS, GRANTS, LOANS, and WORK STUDY EMPLOYMENT or a combination of these as funds are available. The *Parent/Student Contribution* may be met with Unsubsidized *Federal Family Education Loans* and/or *Parent Loans*.

Satisfactory Academic Progress (SAP) Policy

Federal regulations require that institutions monitor the academic progress of recipients of federal and state aid. Schools are required to withhold funds from students who do not make satisfactory and measurable progress toward their educational goal. Lincoln College students receiving Title IV (Pell Grant, SEOG Grant, Federal College Work-Study and all federal loans) and state funds (MAP Grant), whether or not they have received financial aid in the past, must meet the satisfactory progress

guidelines listed below.

Students who do not meet **ALL of the following standards will lose their financial aid eligibility.**

Satisfactory Academic Progress (SAP) will be measured at the end of each semester. Students who fail to meet the minimum progress requirements will be placed on financial aid probation or suspension. First time Lincoln College students will be placed on probation after their first semester.

Probation: Students who are not meeting SAP at the end of their first semester at Lincoln College will be placed on probation. The student will be notified in writing that they are on probation. Students on probation will not need to appeal their status. The purpose of the probation is to alert the student they are on track to lose their Title IV eligibility. Students on probation are encouraged to meet with a member of the professional advising staff to develop a plan for the upcoming semester to ensure the student is able to meet the SAP requirements.

Suspension: A student who has not met the requirements of SAP after either their probation semester, or any semester thereafter the first semester as a Lincoln College student, will need to appeal their suspension. The requirements a student must meet are outlined below.

- A. **Minimum Grade Point Average (GPA) for classes taken at Lincoln College** - A student is determined to be making SAP when the student meets the minimum cumulative grade point average for their cumulative hours attempted:

Cumulative Hours Attempted	Minimum Cumulative Grade Point Average
01-16	1.70
17-32	1.85
33-48	1.95
49+	2.00

- B. **Minimum Hours Earned** - A student must earn a minimum number of credit hours each year in order to graduate within a specified time frame. Withdrawing from Lincoln College or repeatedly dropping courses may affect a student's ability to maintain academic progress and could jeopardize financial aid eligibility. Students are required to pass at least 67% of **all credit hours attempted** (including transfer, withdrawal, incompletes, failed, and repeated hours).

NOTE: Even if classes are not eligible for financial aid, or you paid for the classes, they are included in financial aid hours attempted **and** GPA calculation.

- C. **Maximum Time Factors** - Students are allowed a maximum of 150% of a program's length in order to complete a degree.

NOTE: Students who have successfully completed a degree program can request a one-time reset of their hours through the SAP appeals process.

Examples:

A student enrolled in the Associate of Arts (AA) degree program may attempt a maximum of 90 credit hours ($60 \times 150\% = 90$) towards the degree's 60 credit hour requirement. Included in the number of credit hours attempted are: transfer hours (accepted from another institution), withdrawals (after the add/drop period), incompletes, repeated courses, remedial courses and grades of "F".

A student enrolled in the Bachelor of Business Administration in Business Management (BBA)

degree program may attempt a maximum of 180 credit hours (120 X 150% = 180) towards the degree's 120 credit hour requirement. Included in the number of credit hours attempted are: transfer hours (accepted from another institution), withdrawals (after the add/drop period), incompletes, repeated courses, remedial courses and grades of "F".

SAP Appeal Procedure

A student whose financial aid eligibility has been suspended may appeal through the **e-verification site**. The process has changed from previous years in which the student will not be required to submit paper documents to the Director of Financial Aid. The financial aid SAP appeal is separate from the Appeal for Academic Suspension. If the student is in violation of both, two separate appeals will need to be completed. **As a reminder, the two decisions are not connected. A student can be approved for Academic Standing and be denied for SAP or vice versa.**

In order to complete SAP appeals, please follow the steps below:

STEP 1

Determine the semesters you need to discuss in your appeal, which are the semesters in which you failed to meet minimum academic standards. We call these your "semester(s) in question". In order to identify the semesters in question, we recommend that you contact the Financial Aid Office or a member of the **Professional Advising Staff** here at Lincoln College.

STEP 2

Determine whether you have **mitigating circumstance(s)** (unforeseen situations or events beyond your control that directly impacted your academic performance) for each semester in question. If the above mentioned scenarios do not apply to you, we offer another alternative. We require you, the student, to take and pass with C's or higher, six credits of transferable hours into your current program at Lincoln College. These courses must be taken at an outside institution. It is the student's responsibility to check with their advisor and/or the Registrar if the courses they plan to take will transfer into our program here at Lincoln College.

Note: In most cases, you cannot use the same mitigating circumstance over multiple semesters. The expectation is that when unforeseen circumstances arise, you will take action to resolve them before returning for another semester.

STEP 3

Gather valid documentation which supports your **mitigating circumstance(s)**. When you appeal online, you will need to upload documentation relevant to each semester in question. Please review our mitigating circumstances guide to see examples of documentation which must come from an objective third-party on official letterhead.

STEP 4

Appeal online by logging into the **e-verification site**. If you do not have an account, you will need to click 'create an account' prior to getting started.

Note: If we do not have a FAFSA on file for the year in which you are trying to obtain Financial Aid, the system will not allow you to create an account.

STEP 5

Monitor your Lincoln College student e-mail account and your postal mail for communications in regard to your SAP appeal status. In addition, be on the lookout for additional communication from the **Office of Professional Advising** regarding some important next steps.

NOTE: *The Financial Aid appeal is separate from a petition for early return from academic suspension from the College as described later in this catalog.*

Title IV Fund Recipients

The term “Title IV Funds” refers to the federal student aid programs authorized under the Higher Education Act of 1965 (as amended) and includes, but is not limited to, the following programs:

- Federal Unsubsidized Stafford loans,
- Federal Subsidized Stafford loans,
- Federal PLUS Loans,
- Federal Pell Grants, and
- Federal Supplemental Educational Opportunity Grants.

During the first sixty percent (60%) of the semester, a student will receive only the amount of Title IV funds that have been earned in direct proportion to the length of time he or she remains enrolled. Earned financial aid is based on the percentage of days that the student was enrolled compared to the total number of days in the entire semester. The Office of Financial Aid will determine the amount of unearned Title IV aid and return those funds to the appropriate federal programs. The student is then responsible for returning the unearned aid received, if any, to the College. A student who remains enrolled beyond the first sixty percent (60%) of the semester earns all aid for the semester.

Veterans’ Concerns

The Lincoln Financial Aid Office serves as the Veterans Affairs (VA) certifying official for Lincoln College. Student veterans and certain dependents may receive assistance with matters relating to educational benefits and payments. Veterans at Lincoln College are eligible to receive funding through the GI Bill; the Illinois Veteran’s Grant applies only to public colleges and universities. Veterans must submit a copy of their DD 214 to the Financial Aid Office.

In order to receive full benefits, a veteran must maintain full-time status by enrolling for a minimum of 12 credit hours each semester. Nine credit hours will be considered 3/4 time, and six credit hours will be considered 1/2 time. Veterans enrolled for less than six hours will receive only tuition and fee allowances. A veteran cannot be on academic probation two semesters in succession.

Veterans may receive physical education credit for military service. The number of credit hours granted ranges from one to four hours, based on the years of active service. Lincoln College must have a copy of the veteran’s DD 214 papers on file to award military credit even when VA benefits are no longer in effect. Lincoln College must also have official transcripts from all previous colleges and universities attended (if applicable) before college credit can be officially awarded.

Lincoln College has established the following Standard of Progress guidelines as a means of determining attendance records:

A list of veterans and veterans’ dependents enrolled at Lincoln College is sent to all instructors with instructions for the student and/or instructor to notify the Veterans Affairs Representative

if the student ceases to attend classes, withdraws, or gets into an area where failure would be anticipated. The College's Veterans Affairs Representative will notify the VA immediately upon change in student status.

Further information regarding veterans' specific concerns may be obtained by contacting the Financial Aid Office at the Lincoln campus at LCLfinancialaid@lincolncollege.edu or (217) 735-7232

TUITION AND FEES

Tuition and fees at Lincoln College vary depending on the campus program in which the student enrolls. The traditional academic programs and the Accelerated Bridge to Education (ABE) program have separate tuition rates and fees associated with the respective campus programs and offerings.

Students should apply for Financial Aid as early as possible to receive the maximum possible award to offset the costs of tuition and charges.

2020/2021 Tuition and Fees Schedule By Program

Full-time Residential Students 2020/2021 Annual Costs				
Traditional Program: Lincoln campus only	Double Occupancy Housing	Suite Style Housing	Apartment Style Housing	5th Street Suites
Tuition* and **Fees	\$18,300	\$18,300	\$18,300	\$18,300
Housing**	\$3,200	\$4,600	\$5,200	\$3,200
Board	\$5,000	\$5,000	\$5,000	\$5,000
Student Life Fee	\$1,100	\$1,100	\$1,100	\$1,100
Approximate Annual Tuition and Fees	\$27,600	\$29,000	\$29,600	\$27,600
Access Program (Lincoln campus only) (\$2,250/semester)***	\$4,500	\$4,500	\$4,500	\$4,500
Approximate Annual Tuition and Fees (including Access Program)	\$32,100	\$33,500	\$34,100	\$32,100
Full-time Non-Residential Students 2020/2021 Annual Costs (Traditional Program: Lincoln campus only)				
*Tuition and **Fees				\$18,300
Student Life Fee				\$1,100
Approximate Annual Tuition and Fees				\$19,400
Access Program (Lincoln campus only) (\$2,250/semester)***				\$4,500
Approximate Annual Tuition and Fees (including ACCESS Program)				\$23,900
Additional costs associated with transportation, groceries, and personal expenses will vary with the individual needs of the student. Every full-time student should check with the Office of Financial Aid for possible grants and scholarships to lower the cost of tuition.				
* Tuition –A one-time enrollment deposit of \$50 is charged and applied to tuition. Tuition for a full-time (12 or more credit hours) traditional program student is \$8,950 per semester.				
** Housing Deposit – A \$125 Housing Deposit will be required.				
*** Access Program – There is no charge for Access Prep week prior to the semester. See description of Access Program and in Campus Resources section of this catalog.				
Part-time Traditional Program Students 2020/2021 Tuition (Lincoln campus)				
Tuition per credit hour and **Fees				\$340/credit hour
Every part-time student should check with the Office of Financial Aid for possible grants and scholarships to lower the cost of tuition.				

Traditional Program Summer Session 2020/2021 Tuition (Lincoln Campus)

Tuition per credit hour and **Fees	\$340/credit hour
Housing and Board is available. Rates will be published by the College in the Spring 2021 semester prior to registration for summer courses.	
** Book Rental and Technology Fees Policy	
<p>** Fees – Technology Fee and Textbook Rental Fees are included in the cost of tuition. Textbook usage fees cover the rental costs of most textbooks; however, workbooks, some paperbacks and supplemental electronic materials may require additional fees or purchase. See the published semester Course Schedule for a schedule of associated costs for specific classes. Students must return rental books to the bookstore by the publicized date at the end of the semester. Failure to do so will result in the student purchasing the book at its retail price.</p> <p>Technology Fees are calculated into the cost of tuition. Students are limited to printing only materials necessary for academic work when using the computer labs for printing.</p>	
Accelerated Bridge to Education (ABE) 2020/2021 Session Costs	
*Tuition per credit hour	\$340/credit hour
Books	varies by course and textbook vendor
Prior Learning Assessment (PLA) Fees	optional fees assessed on an individual basis
Portfolio Evaluation Fee	\$300
Per Credit Hour Fee	\$100/ credit hour awarded
Challenge by Exam Fee (<i>optional</i>) (Maximum charge of \$300 total)	\$100/credit hour
<p>** There are no <u>regular</u> fees for ABE students. Books for ABE courses are NOT included in the Lincoln College book rental system and can be purchased or rented through any book vendor with the correct ISBN number. ISBN's are provided on all course syllabi and in the ABE 101 course in the Canvas Learning Management System.</p>	

Tuition Payment

The Student Accounts Office is located on the ground floor of the Harts Science Building. Fall and spring semester office hours are 8:00-5:00, Monday through Thursday, and 8:00-4:00 on Friday; summer hours are 8:00 am – 4:00 pm, Monday through Friday. Contact the Business Office at (217) 735-7225 or by email at jalbert@lincolncollege.edu.

Each student who has registered for a class is required to contact the Business Office to discuss payment options and make payment arrangements. All students are required to sign a *Tuition Payment Agreement Form* outlining the amount of the payment and indicating any due dates. Payments may be made by check, money order, cashier's check, credit card, or cash or through the student's MyLynx account at <https://students.lincolncollege.edu/ics>.

Tuition Payment Plans By Campus Program

Lincoln College offers differing plans for the payment of tuition, fees, and other costs according to the campus program in which the student enrolls (Traditional Program or Accelerated (ABE) Program).

Traditional Academic Program (Lincoln campus) Payment Plans:

1. **Full-Payment Plan** – Payment of all tuition and fees for the semester is made at least two weeks before the first day of each semester. The fall semester payment is due August 1 and the spring semester payment is due January 1.

2. **Five-Payment Plan** - Payment of one-fifth of the semester tuition and fees is paid on the 1st of each month. Fall semester payments are due monthly August through December. Spring semester payments are due monthly January through May. There is a surcharge per semester associated with this plan.

Accelerated Bridge to Education (ABE) Program Payment Plans:

1. **Pre-Payment** – ABE Students will be responsible for ensuring payment is received by the Business Office prior to the first day of each session.
2. **Financial Aid** – ABE Students using financial aid to pay for their tuition are responsible for ensuring all proper paperwork is completed in a timely manner. A *Free Application for Federal Student Aid* (FAFSA) must be on file with the Lincoln College Office of Financial Aid before registration. Students whose financial aid does not cover all of their tuition charges must make sufficient payment arrangements with the Business Office. Students who do not qualify for financial aid or whose financial aid is cancelled for any reason will be required to pay their account in full and provide a new *Tuition Payment Agreement* form for future courses.
3. **Employer Tuition Assistance Deferment** – Students may defer payment of their tuition until the last day of each class by providing the name of their employer from whom they expect to receive tuition assistance.

Deferred Payment Agreements

If a student has not paid his or her balance in full prior to the due dates as prescribed above, a *Deferred Payment Agreement* must be arranged before the student is allowed to attend classes. Such an arrangement may incur a processing fee and must be arranged through the Business Office.

Delinquent Accounts

Student accounts must be paid in full in order for students to register for subsequent semesters. Registration for another semester will not be permitted until a student has fully paid all charges for the preceding semester. No transcript of academic record or conferral of a degree or certificate will be issued to a student who has not discharged all financial obligations to the College.

Credit/Refund Policy By Campus Program

Students who officially withdraw or are dismissed from the College shall be entitled to a credit/refund of net tuition, room (if applicable), and mandatory fees (if applicable). Net tuition is defined as gross tuition less Lincoln College scholarship aid. An administrative charge of \$25 will be applied to the credit/refund calculations. **NOTE:** Students should also be aware that any employer reimbursement policy for dropped classes could result in students incurring tuition costs out of pocket.

Traditional Academic Programs Tuition Refund

The following credit/refund rates apply to all students who officially withdraw or are dismissed from a Lincoln College traditional academic program at the Lincoln campus. The credit/refund rates according to the term enrolled are:

FALL AND SPRING SEMESTERS (16-week)

Traditional Program 16-Week Classes (Lincoln campus)

<u>Official withdrawal/dismissal occurs:</u>	<u>Credit/refund rate</u>
Prior to first day of classes.....	100%
During first week of classes	90%
During second week of classes	85%
During third week of classes	80%

During fourth week of classes.....	70%
During fifth week of classes	65%
During sixth week of classes	60%
During seventh week of classes	55%
During eighth week of classes	50%
During ninth week of classes	40%
During tenth week of classes and thereafter.....	no credit/refund

SUMMER SESSIONS (12-week and 6-week Classes)

Traditional 12-Week Classes (Lincoln campus)

<u>Official withdrawal/dismissal occurs:</u>	<u>Credit/refund rate</u>
Prior to first day of classes	100%
During first week of classes	90%
During second week of classes	80%
During third week of classes	70%
During fourth week of classes	60%
During fifth week of classes	50%
During sixth week of classes	40%
During seventh week of classes and thereafter.....	no credit/refund

Traditional 6-Week Classes (Lincoln campus)

<u>Official withdrawal/dismissal occurs:</u>	<u>Credit/refund rate</u>
Prior to first day of classes.....	100%
During first week of classes	80%
During second week of classes	60%
During third week of classes	40%
During fourth week of classes and thereafter	no credit/refund

Accelerated Bridge to Education (ABE) Tuition Refund

The following credit/refund rates apply to all students who officially withdraw or are dismissed from a Lincoln College Accelerated Bridge to Education Program. The credit/refund rates according to the session enrolled are:

5-Week Sessions (Fall, Spring, Summer)

<u>Official withdrawal/dismissal occurs:</u>	<u>Credit/refund rate</u>
Prior to first day of classes.....	100%
During first week of classes	80%
During second week of classes and thereafter	no credit/refund

7-Week Sessions (Summer)

<u>Official withdrawal/dismissal occurs:</u>	<u>Credit/refund rate</u>
Prior to first day of classes.....	100%
During first week of classes	80%
During second week of classes	60%
During third week of classes	40%
During fourth week of classes and thereafter	no credit/refund

8-Week Sessions (Fall, Spring, Summer)

<u>Official withdrawal/dismissal occurs:</u>	<u>Credit/refund rate</u>
Prior to first day of classes.....	100%
During first week of classes	85%
During second week of classes	70%
During third week of classes	55%
During fourth week of classes.....	40%
During fifth week of classes and thereafter.....	no credit/refund

Official Withdrawal Using the Credit/Refund Rate

All students in all campus programs remain enrolled in all classes until they are officially withdrawn according to the withdrawal policies of the campus program outlined later in this catalog. The amount of refund and/or credit will be determined by the official effective date of withdrawal. Unless the official withdrawal occurs during the refund period as outlined above in the Credit/Refund policies, students will be held responsible for ALL tuition and fees. **No money will be refunded to a student who remains officially enrolled in any course.**

If a student leaves without following the correct withdrawal procedure of the campus program for which they are enrolled and there is a balance due on the account, the entire amount of tuition and fees is due and payable. All refunds due to students will be paid within 60 days of the date of withdrawal.

Reduction in Enrolled Credit Hours for Traditional Academic Programs

Student aid eligibility is based on the number of credit hours enrolled on census day. Students who change from full to part-time status or part-time students who reduce the number of credit hours carried may receive a reduction of net tuition according to the following schedule:

1. If the reduction is on or before the enrollment census day, all net tuition not applicable to the new part-time status is reduced.
2. If the reduction is after the census day but no later than the end of the fifth week of classes, 25% of the difference in net tuition charge only is reduced.

Return of Title IV Funds

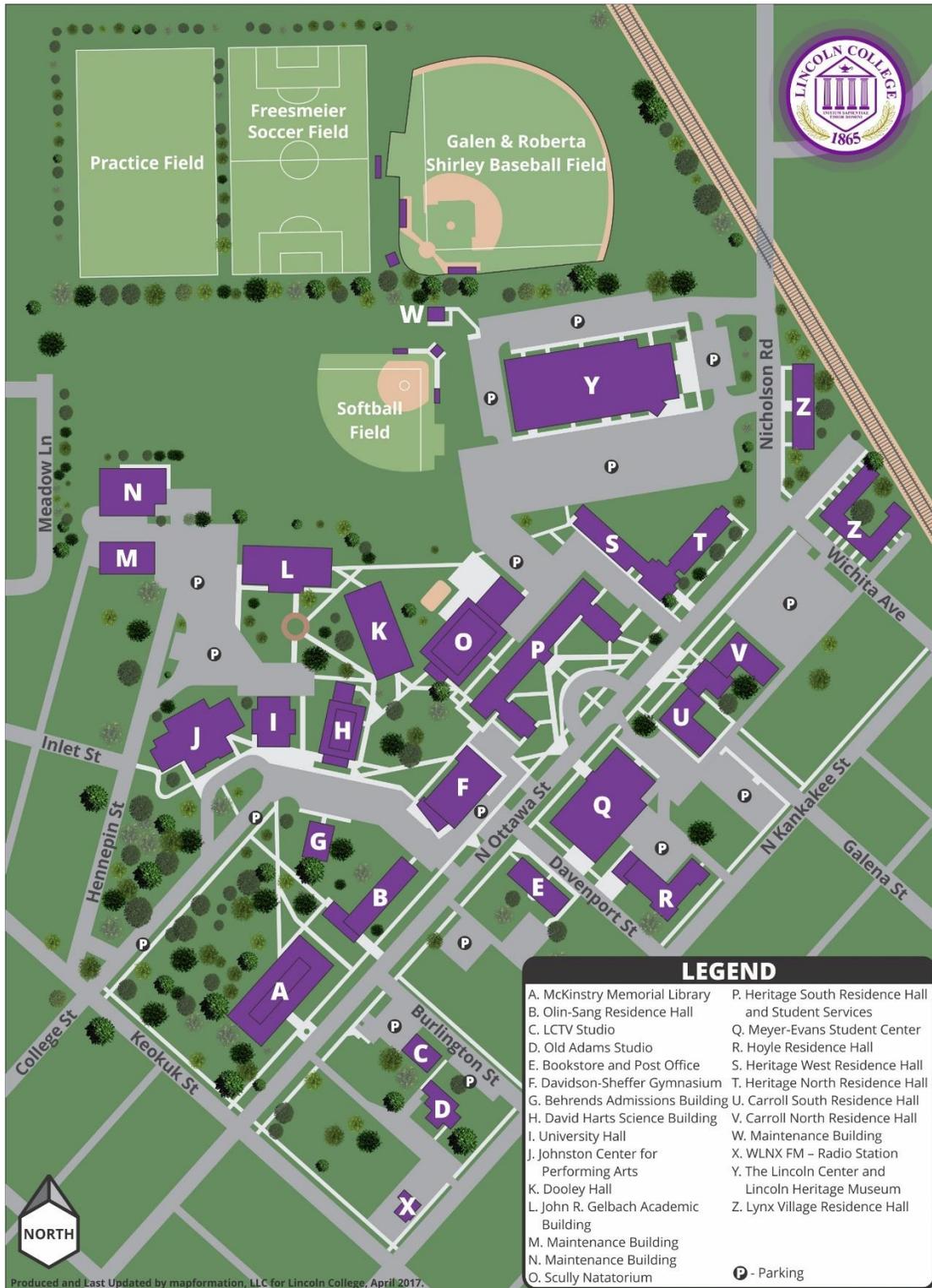
Students receiving Title IV funds earn aid based on the period of time the student remains enrolled. During the first 60% of the semester, a student will receive only the amount of Title IV funds that have been earned in direct proportion to the length of time the student remains enrolled. A student who remains enrolled beyond the 60% point earns all aid for the semester. Earned financial aid is based on the percentage of days that the student remained enrolled versus the total number of days in the entire semester. **The Financial Aid Office must determine the amount of unearned Title IV aid and return those funds to the appropriate federal programs. The student is then responsible for returning the unearned aid received, if any, to the College.**

Consumer Information

Federally Legislated Consumer Information is publicly available through the College's website at <https://lincolncollege.edu/consumer-information/> or upon request through the Office of the Vice President for Enrollment Management and Student Affairs.

LINCOLN COLLEGE FACILITIES

Lincoln Campus Map

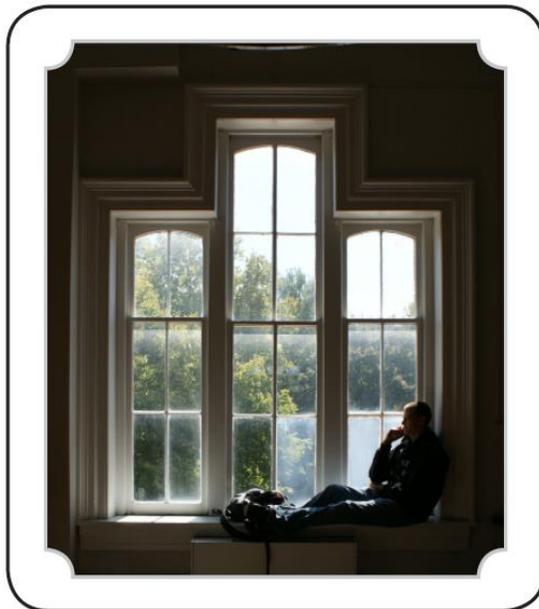


Lincoln Campus Facilities

Since Lincoln College was first established in 1865, the campus has grown in Lincoln, Illinois into a 60-acre campus with five instructional buildings, a library, swimming pool, gymnasium, performing arts center, student center, the Lincoln Heritage Museum, administrative offices, seven residence halls, baseball diamond, softball field, soccer field, intramural field, weight training area, fitness center, and several maintenance structures.

The original building of Lincoln College, **University Hall**, has been in continuous use since 1866. Both for its historic ties to Abraham Lincoln and for its Italianate Victorian style of architecture, University Hall is listed on the National Registry of Historical Sites and Places. Today, the offices of the President, Vice President for Academic Affairs, Vice President for Enrollment Management and Student Affairs, Dean of Faculty and Instruction, Director of Institutional Effectiveness, Public/Media Relations Manager, and a meeting room for the College's Board of Trustees are housed in University Hall.

In contrast to University Hall, the majority of the buildings on the campus are modern educational facilities. The **David H. Harts Science Building** provides classrooms, laboratory spaces, and faculty offices. It also houses the College's offices of development, disability services, alumni relations, registrar, financial aid, and business offices.



The **McKinstry Memorial Library** building is located on the south side of campus and houses the college's library as well as its Office of Career Services. It includes the library lecture hall (LILE) that offers tiered seating for 63 students, as well as the McKinstry Room, a multipurpose meeting space. The McKinstry Library offers patrons access to over 25,000 print items, over 300,000 e-books, 40 electronic databases, and a special Abraham Lincoln collection. It also contains over 40 internet connected computers and provides free printing and copy services for students and faculty.

The **Thomas A. Scully Natatorium** features an NCAA-size competitive swimming pool with two Olympic diving boards, a one-meter and a three-meter. Unique features of the facility include a restricted underwater viewing area adjacent to the diving well, a weight-training room at the rear of the pool area, and four Q-See HD cameras strategically placed to provide training feedback and expand viewing to the lobby area during events.

The **Lincoln Center** and the **Jack D. Nutt Arena** include a training room, four locker rooms, meeting rooms, classrooms, an exercise science lab, a concession stand, and the Scott Joslin Fitness Center. The bleachers seat 900 people, and up to 1,600 can be accommodated using both bleacher and floor seating. The Lincoln Center also hosts the nationally-famed **Lincoln Heritage Museum**. Abraham Lincoln is perhaps one of the most universally renowned and admired individuals in all of world history. His name is familiar in all corners of the globe. Visitors from all over the world come to the United States to learn about who Abraham Lincoln was, as in many ways Lincoln is who America is. Our Lincoln Heritage Museum has been such a destination, as we witness visitors from nearly every state and many countries annually. Located on the campus of the only college named for Lincoln in his lifetime, the Lincoln Heritage Museum exhibits a rare and valuable collection of artifacts that tell the story of the life and times of Abraham Lincoln. The Lincoln Heritage Museum allows visitors to appreciate the incredible life and legacy of Abraham Lincoln. As Lincoln famously said in his Gettysburg Address, "It is for us the living,

rather, to be dedicated here to the unfinished work which they who fought here have thus far so nobly advanced." So it is for us to carry the lessons of Abraham Lincoln and his times to new generations. With that in mind, the mission of Lincoln Heritage Museum is to interpret for the public the life and legacy of Abraham Lincoln and the world in which he lived – particularly as it pertained to Illinois – and to be an academic resource for students from elementary school through adulthood. We invite all to learn from Lincoln and live like Lincoln.

The **Davidson-Sheffer Gymnasium**'s facilities are used for intramurals and as an auxiliary athletic practice facility. The bleachers seat 500 people, and up to 1,000 people can be accommodated using both bleacher and floor seating.

The College has over 17 acres of ground adjoining the campus for outdoor athletics. Located on this land are the College's baseball diamond, a women's softball field, a soccer field, and intramural fields. **Galen and Roberta Shirley Field** is a diamond with an 8-foot wooden fence, dugouts, and ample bleacher seating. In addition, two 80-yard touch football fields, two recreational softball fields, and two regulation-length varsity soccer fields are laid out on the grounds.

The **Johnston Center for the Performing Arts** is a complete music and theatre facility, with a seating capacity of 300 persons in a continental arrangement. The general and studio classrooms, including a black box theatre with 83 seats, a piano lab, soundproof practice modules, and the theatre box office are also located in the building. Spacious work areas for scenery design, dressing, and make-up rooms, plus exhibit areas, make the Johnston Center a complete fine arts facility. A music addition contains classrooms, a music library, and a practice room featuring built-in risers, faculty offices, and storage. The most recent addition to the Johnston Center is the dance wing which includes a state-of-the-art dance studio.

Students enjoy on-campus living in one of eight modern, air-conditioned residence halls. **Carroll Hall North and South** and **Heritage Hall South** house 336 male students while **Olin-Sang Hall, Heritage Hall North and West**, and **Hoyle Hall** provide housing for 336 female students. Our newly renovated **Lynx Village** houses 39 residents in a (co-ed) single room pod-style setup with a common space and private bathroom shared with the residents in the pod.

The **Meyer-Evans Student Center** is a 22,000-square-foot multi-purpose facility. Housed within the building is an alumni lounge as well as dining and recreational facilities. The Lynx Coffee Den, a TV room, game room, and reading room make this building the center for student activities.

The **John R. Gehlbach Academic Building**, opened in Fall 2000, contains six classrooms and 10 faculty offices. The Academic Success Center, Writing Center, and Academic Advisement Center are also located in this building.

The **Lincoln College Bookstore** houses textbooks and supplies, as well as various student necessities for all courses offered at the college. Also located in this building is the **student mail room**.

The **Raymond and Florence Dooley Hall**, an academic center containing seven classrooms and six faculty offices, also features four computer labs and the IT/Help Desk Department.

The **Anna K. Behrends and Bernard E. Behrends Admissions Building** is a 2,300-square-foot facility consisting of a reception area, seven offices for admissions personnel, and three conference rooms.

The studios of **WLNK-FM**, the FM noncommercial radio station licensed to Lincoln College, is located at the corner of Keokuk and Kankakee streets. The state-of-the-art modern facility, designed in 2007, rivals mid- to large-market commercial radio stations. The building contains an on-air studio, production studio, and offices for the General Manager and student managers. It is utilized extensively by students studying to earn their Bachelor of Arts in Radio, Television, and New Media.

Students in the Bachelor of Arts in Radio, Television, and New Media have access to **LCTV**, a working television studio. The building, located less than a block away from the WLNK Radio Station, now houses a master control studio which includes a television sound stage, a digital television and multimedia post-

production editing laboratory, and office space for faculty.

The **Dr. G. Dennis Campbell Creekside Outdoor Center for Environmental Education** was established by Lincoln College in 2014 and is a community resource for hands-on environmental science education for students of all ages. Located five miles north of campus along Sugar Creek, Creekside has already made unique contributions in biology (through freshwater mussel studies by Lincoln College faculty and students), geology (through the discovery of the largest and one of the last woolly mammoths on the planet found and studied by faculty, students and state, national, and international scientists), and archaeology (through the discovery by faculty, students, and state scientists of evidence of Native American land use of the site for the last 10,000 years. The unique positioning of Creekside allows students to integrate environmental education at Lincoln College through interdisciplinary experiential outdoor experiences that foster a feeling of connection and stewardship toward the natural world.



Accelerated (ABE) Program Facilities (Normal site)

The Accelerated Bridge to Education centered at Normal provides students with services designed to support and enhance their college experience. The **Academic Building** located at 715 West Raab Road in Normal, Illinois is designed and structured to support the non-traditional, adult learner. ABE students have access to a variety of support facilities within one central location, making the building ideal as a “one stop shop” for the non-traditional student.

The Academic Building includes four on-campus computer labs with free printing, a centrally located Academic Advisement Center for ABE students, and a Learning Resource Center (LRC) which allows ABE students to quietly study with other students, with professional tutors, or individually. ABE students’ questions and needs can be met at the Information and Welcome Desk as students enter the main doors of the building. There are five academic classrooms furnished with moveable tables rather than traditional academic desks to allow for the student interaction befitting of accelerated educational delivery. The Academic Building also contains a dry science lab and smaller seminar conference room for capstone courses in most academic programs offered through ABE.

The Accelerated Bridge to Education program also maintains additional site locations at **Illinois Valley Community College** in Oglesby, Illinois and **Illinois Central College (Peoria campus)** in Peoria, Illinois. Through partnerships with both community colleges, Lincoln College maintains an office on the community college campus. ABE courses toward the Bachelor of Business Administration in Business Management are also offered on the **Lincoln campus**.

STUDENT LIFE AND ACTIVITIES

Lincoln College Athletics

Sixteen National Association of Intercollegiate Athletics (NAIA) sports are offered at Lincoln College, 8 men's and 8 women's. Baseball, basketball, cross country, diving, golf, soccer, swimming, track, and wrestling are offered for men. Basketball, cross country, diving, golf, soccer, softball, swimming, track, and volleyball are offered for women. Club sports for men include club volleyball and spirit leading, and for women include spirit leading.



Students interested in trying out for these teams or clubs should contact the respective coaches by the beginning of the academic year. Students are admitted free as spectators to athletic events by displaying student identification cards. More information can be found at lincolncollege.edu/athletics.



Intramural Athletics

The Intramural Sports program is part of the Office of Student Activities and is designed to encourage all Lincoln College students, faculty, and staff to participate in organized intramural sports. Intramural sports include a wide variety of individual, dual, and team sport activities aimed at all skill levels, so whether a student is a first-time player looking to learn a sport or a former high school athlete looking to stay physically active, the intramural sports program offers opportunity for fun engagement with other students while staying physically active and healthy. Contact the Office of Student Activities for more information.

Fine Arts

In addition to offering bachelor degrees for students interested in pursuing careers in a fine arts field, Lincoln College's Division of Fine Arts and Communication provides abundant opportunities for all students to participate in plays, musical ensembles, dance performances, and other artistic endeavors. Fine arts events enrich the learning experience for the entire student body and also offer a wide range of entertainment activities for the campus. Students interested in fine arts participation should contact the appropriate personnel in the Division of Fine Arts and Communication for audition information. For more information regarding audition dates, visit finearts.lincolncollege.edu.

Fitness Center (Lincoln campus)

The Scott Joslin Fitness Center, located in the Lincoln Center, is a state-of-the-art facility that offers a wide range of workout equipment including a variety of cardiovascular machines, a large number of weight machines and an aerobic room. All Lincoln College students have access to the use of the Fitness Center during scheduled operating hours.

WLNX-FM Radio Station (Lincoln campus)

WLNX-FM is a student-operated, FM non-commercial radio station owned by Lincoln College. WLNX is licensed by the Federal Communications Commission to broadcast at 88.9 on the FM dial with a power of 225 watts, covering about a ten-mile radius from campus. WLNX is also available worldwide on the iHeartRadio digital platform. The station airs an Alternative Rock music format and is on the air 24 hours per day, 7 days per week. Student staffing is formulated at the beginning of each semester, and students interested in becoming involved with WLNX should contact the radio station's General Manager, John Malone at jmalone@lincolncollege.edu or at (217) 735-7288.

LCTV Television Station (Lincoln campus)

LCTV is a student-operated, Education and Government (EG) television channel with assigned programming authority to Lincoln College. The three-way agreement between the College, Comcast, and the City of Lincoln amended the city's franchise agreement with Comcast to formally assign programming authority of the channel to the College. The television studio houses a master control studio which includes a television sound stage and a digital television and multimedia post-production editing laboratory. Student staffing is formulated at the beginning of each semester, and students interested in becoming involved with LCTV should contact the Chair of the Fine Arts and Communication Division, John Malone at jmalone@lincolncollege.edu or at (217) 735-7288.

Student Engagement and Leadership

The Office of Student Engagement and Leadership (SEAL) is the place to start with campus life. SEAL is comprised of different areas: Student Clubs and Organizations, Leadership and Service, Meyer-Evans Student Center, New Student Orientation, and Special Events. SEAL actively supports the mission of Lincoln College by implementing programs and services that enrich student lives and encourages involvement in co-curricular experiences that will prepare them to be contributing members of society. SEAL's vision is to cultivate transformative experiences that support the development and growth of the whole student. A number of social and educational programs are coordinated by SEAL, including Week of Welcome, LynxFest, Family Weekend, Homecoming, SpringFest, and programs that focus on civic engagement, social justice, leadership, service, and diversity.

Participation in campus organizations and College sponsored events and programs is a way to find balance, meet new people, and develop life skills. SEAL is the resource for all student organizations and for students who seek to make the most out of their college experience. SEAL provides assistance with event planning and organization management, acts as a liaison between organizations and the College, and strives to meet the unique needs of Lincoln College students through cultural, social and educational programming. If you would like information about involvement on campus, contact the Office of Student Engagement and Leadership or visit our website at www.studentengagement.lincolncollege.edu.

Student Government Association

The Student Government Association (SGA) of Lincoln College is responsible for (1) engendering a close relationship among the student body, faculty, and staff, and administration; (2) preserving revered

traditions; (3) encouraging wholesome school spirit comprised of loyalty, cooperation, and unity among students; (4) fiduciary responsibility and duty to expend the SGA budget. Membership in SGA includes Executive officers and the Student Senate. The executive and legislative powers of this organization are vested in a Student Senate. The Senate is composed of one member appointed by each recognized student organization (RSO) and four officers elected by the Student Body. More information about the SGA can be found on their website at www.studentlife.lincolncollege.edu/sga.

Student Clubs and Organizations

A list and description of our currently recognized student organizations (RSOs) can be found at www.lincolncollege.presence.io, along with guidelines for the establishment of new student organizations. Lincoln College encourages students to get involved in campus life through participation in one of the many campus organizations. SEAL is the link between students and organizations. Lincoln College offers opportunities for involvement through the following types of organizations: academic organizations, honor societies, religious groups, service and support organizations, political organizations, multicultural organizations, professional organizations, student government, leisure/special interest clubs, and spirit organizations.

Meyer-Evans Student Center

Students can enjoy a number of activities in the 22,000-square-foot Meyers-Evens Student Center. The center is a multi-purpose area where students have access to an activity room loaded with a ten (10) eSport gaming stations, video games, Ping Pong, air hockey, pool, card and game board games, and more. The Meyer-Evans Student Center is a great place for students to take a break from studies to meet up with friends, peers, faculty, and staff around the coffee bar and snack bar. The building is home to the Student Involvement Office, Campus Safety & Transportation/Parking Services, Dining Services/Dining Center, and the Carroll Family Alumni Room.

Transportation and Parking Services

Transportation and Parking Services is overseen by the Office of Campus Safety. If you would like more information on transportation and parking services or to view the shuttle schedule, please visit www.studentlife.lincolncollege.edu/transportation.

Parking

All Lincoln College employees and students must register their vehicle with the Office of Campus Safety and obtain a parking permit. Parking permits stickers are free of charge and must be displayed on the lower-left corner of the rearview window. For more information or to register your vehicle and obtain your parking permit, please contact the Office of Campus Safety.

Lincoln College Shuttle

The Lincoln College Shuttle operates on a fixed shuttle route that runs through historical downtown Lincoln and stops at a number of retail stores and restaurants frequently visited by our students. Students can board/depart at any of the scheduled stops by using their LC issued student ID card. For an updated shuttle schedule please visit: www.studentlife.lincolncollege.edu/transportation.

Amtrak Shuttle

Lincoln College will provide students transportation to and from the Lincoln Amtrak station from 5:00 p.m. – 10:00 p.m. Friday through Sunday. Students must board the shuttle 30 to 40 minutes before their departure time in the half-circle drive of Heritage South Residence Hall.

Students are encouraged to monitor the Amtrak train schedule via smart phone app or online. It is not uncommon for Amtrak trains traveling through Lincoln to be delayed or canceled. The Amtrak mobile

app can be downloaded in the Google Play Store or Apple Store depending on the type of phone. Students are responsible for the cost of their train ticket.

Lincoln College provides alternative Amtrak shuttle transportation during move-in days, finals week, and mandatory holiday and break closures.

STUDENT AFFAIRS

Counseling Services (Lincoln campus)

Lincoln College offers counseling services to all students who are experiencing normal developmental challenges and also aids those who are struggling with the transition from high school to college or adjusting to returning to college as a working adult. The Office provides a safe, private, and confidential environment at no additional cost to the student. Counseling staff can also assist students with inquiries and referrals regarding additional counseling needs. The Counseling Office is located in the Student Affairs wing of Heritage South. Students may contact the Counseling Office at (217) 732-7293 or at lccounseling@lincolncollege.edu for more information or to schedule an appointment.

Campus Security (Lincoln campus)

The mission of Lincoln College Security is to help create and maintain a safe and enjoyable academic and living environment. The Campus Security Department is dedicated to maintaining a safe and comfortable campus environment in which students and staff can learn and grow as individuals and together as a diverse community. The Department seeks to educate students on how to be respectful, productive, and outstanding citizens during their years at Lincoln College and after graduation.

Security Services

The Department is charged with the responsibility of securing facilities, assisting students in resolving problems, tracking visitor/guest and vehicle registration, responding to incidents, and maintaining order on campus. Lincoln College's professional campus security force adheres to the high standards of a Code of Ethics when discharging their duties and responsibilities. The Lincoln College Security Officers are not police officers but cooperate closely with local, state, and federal law enforcement agencies as appropriate.

Campus Crime Statistics

The Lincoln College Campus crime statistics, provided in compliance with the Crime Awareness and Campus Security Act of 1990 (as amended in 1992 and 1998), are for the community's information. As required by federal law, the Campus's crime statistics are compiled in accordance with the definition from the Campus Security Act. They are calculated on a calendar year basis and include crimes/arrests that occurred at Lincoln College. Students can view Lincoln College's most recent information at the United States Department of Education Office of Postsecondary Education Website, ope.ed.gov/security/Search.asp.

Emergency Response and Omnilert

Lincoln College utilizes the *Omnilert Emergency Notification System* which enables the College to send urgent news via text-messaging to the student's cell phone and/or email. The service is available to all current students, faculty and staff of Lincoln College. Through this system, the College can text student cell phones and/or send voice or email messages with timely information about emergencies and school closures. *No general or non-urgent messages are sent via this system.* Depending on the student's personal cell phone plan, there may be a nominal fee from their carrier to receive text messages, but *there is no charge from the College to use the service.* Students may sign up for *e2Campus* online through the *MyLynx* student information system.

Student Health Services (Lincoln campus)

The Student Health Services Office is located in the Student Affairs Building (Heritage South). The Health Services Office strives to maintain and improve the total health of each student and the overall Lincoln

College community. Healthy attitudes and behaviors are encouraged so each student will be able to take charge of their own health, feel better, and be more productive. All on-campus health services are offered free of charge to students. Examples of health services offered by the Office include:

- Initial assessment of illness or injury with referral to a health care provider
- Some non-prescription medications
- Blood pressure monitoring, weight checks and diet consultations
- Immunization information and referrals
- Health education materials including the publication and distribution of the online newsletter

Student Health 101

Residential Life

The Office of Residential Life is located in the Student Affairs Office in Heritage South. Visit lchousing.lincolncollege.edu/ for more information or contact the Coordinator of Residential Life by phone at (217) 735-7299.

The Office of Residence Life at Lincoln College is dedicated to the integrity and personal growth of each individual. The staff consists of a group of talented individuals from various backgrounds who have been trained to assist residents in handling many of the issues students face during their time in college. Thus, the Residence Life staff is committed to providing a safe, student-centered, residential environment that stimulates student growth outside of the classroom. We are committed to providing developmental, social and educationally empowering programming and a supportive and diverse community that allows students to learn, grow and be successful by encouraging self-respect and community responsibility.

Residential Life Policies

The residential experience is an integral part of the educational process at Lincoln College. Lincoln College students in the traditional programs are required to live on campus during the entire time that they are students. Learning to live with and get to know more about those who are part of Lincoln College that come from a variety of backgrounds and perspectives enhances the overall college life experience. Living on campus allows students the opportunity to hear about and get involved in many of the opportunities that are offered by the College and helps students discover interests they have and elements about themselves that they may not have known previously existed.

*Exceptions to the residency rule are made for traditional-aged students who continue to live with their parents or guardians and commute to campus within a 45-mile radius of campus; and those students who are 22 or older and are independent students choosing to commute. Students wishing to live off campus may complete the Appeal for Off-Campus Living form available on the Residence Life webpage. Housing is not available for students in the Accelerated (ABE) Programs.

Illegal drugs are prohibited on the Lincoln College campus as well as any site at which the College operates. The possession or use of alcohol on the Lincoln College campus is restricted to the Alcohol Responsible Citizens (ARC) area of the Lynx Village. For more details on Lincoln College's Residential and Student Life policies please refer to the Student Handbook and Code of Conduct.

Housing Costs and Housing Contract

A \$125.00 housing deposit is required and is fully refundable if no damage occurs during the student's stay and the student does not violate their Housing Contract.

Residence Hall	Type	Cost per Semester
Carroll North & South	Traditional	\$1,600
Heritage North & West	Suite	\$2,300
Heritage South	Suite	\$2,300

Hoyle	Traditional	\$1,600
Olin-Sang	Traditional	\$1,600
Lynx Village (3, 4,& 5 bedroom options)*	Apartment	\$2,600
5th St. Suites*	Suite	\$1,600

*Future site location for a newly renovated residence hall.

United States Mail Services

Residential students are assigned their own mailbox located in the mailroom in the Lincoln College Bookstore. Students are issued a mailbox key upon their arrival on campus indicating the mailbox number. A fee is charged for any lost mailbox key.

Student mail should be addressed as follows in order to ensure proper delivery by the United States Post Office:

Student Name, Campus Mailbox #
Lincoln College
300 Keokuk Street
Lincoln, IL 62656

New Student Programs

Starting college can be difficult, so it is important that students are prepared and have the tools necessary to be successful at Lincoln College and beyond. New student programs at Lincoln College provide students with the right programs and resources that will help students transition into life at Lincoln College.

Student Orientation, Advisement, and Registration (SOAR)

Student Orientation, Advisement, and Registration (SOAR) is Lincoln College’s orientation program for new Traditional Program students and their parents/guardians. SOAR is designed to help new students feel confident in their abilities, comfortable with their environment, connected to the Lincoln College community, and curious about available opportunities and experiences.

During SOAR, students will become acquainted with the Lincoln College campus, discuss college life with current students and faculty members, undertake placement testing (if required), and learn about academic requirements, course offerings and academic support services. Students will meet with an academic advisor to plan their first-semester class schedule and enroll in classes.

Lynx First Four

The Lynx First Four is a campus-wide programming initiative that takes place during the fall semester where programs and activities are intentionally designed for first-year students and providing them the tools and resources for a successful first semester of college. The Lynx First Four programs focuses on their first four days, first four weeks, and their first four months. Programs are coordinated by various offices to help first-year students discover their new campus, gain tools for success, engage in their campus community, how to take care of themselves, setting SMART goals, and preparing themselves for a successful first semester Lincoln College and beyond. For more information about the Lynx First Four program, visit studentengagement.edu/lynxfirstfour.

Weeks of Welcome (WOW) and LynxFest (Lincoln campus)

The Office of Student Engagement and Leadership (SEAL) in partnership with other offices sponsor Weeks of Welcome which includes activities and events available to all Lincoln College students at the start of the Fall and Spring semesters. All students at Lincoln College are invited to attend the social and

educational activities occurring during the beginning weeks of the semester. Schedules of events are made available to students when they arrive on campus for the start of the semester.

As part of the Weeks of Welcome, the SEAL also sponsors **LynxFest** – the fall involvement fair featuring the various student, campus, and community organizations and activities students may join to actively engage with the Lincoln College community. LynxFest is generally held on the Quad (weather permitting) and Davidson-Sheffer Gymnasium. Contact the SEAL for more information regarding all activities and events that are scheduled for any given semester.

ABE New Student Orientation (ABE 101)

All new ABE students must attend a new student orientation session (ABE 101) prior to starting the ABE program. ABE 101 is designed to help students understand all the necessary college and ABE program policies and procedures, introduce the online tools that students will be utilizing to successfully complete the program, and provide information regarding the standard structure of accelerated classes. ABE 101 assists new ABE students in understanding the nature and demands of accelerated coursework, but also acclimates students to college life and ABE's academic culture, processes, expectations, and services. ABE 101 is a critical component of success in the Accelerated Bridge to Education Program as it provides information on resources students will need to be successful, familiarizes students with the online component (the Canvas Learning Management System) of ABE classes, and introduces students to the general expectations of ABE faculty members.

This 2 ½ hour long session is offered twice prior to the beginning of every session, and dates are available from ABE admissions and from the advising staff.

ACADEMIC RESOURCES

“The philosophy of the school room in one generation will be the philosophy of government in the next.” - Abraham Lincoln

Academic Assistance and Tutoring Centers

The Academic Success Center (Lincoln campus)

The Academic Success Center, located in Gehlbach Hall (room 102 and 104) provides free academic support for all Lincoln College students. Our goal is to help students learn how to learn. Tutors in the Academic Success Center also provide class concept clarification, help students develop learning strategies, facilitate study groups and offer other academic assistance as requested. The Academic Success Center provides a place to take make-up exams or exams with approved accommodations through the Office for Disability Services. The ASC is a quiet study space and welcomes students to make appointments for private tutoring or to visit the following walk-in centers for academic assistance:

- **The Math Skills Lab** – Designed for students enrolled in MAT 091 and MAT 095. Professional and peer tutors are available to work on specific concepts, practice sample homework problems, and provide additional time on task.
- **The Lynx Learning Lab** – Provides centralized, coordinated, and easily accessible academic support services Monday through Friday in Gehlbach Hall (room 104). Professional tutors will provide academic assistance primarily for writing assignments and will also work with students on research methods, study strategies, time management, and test preparation for most subjects.
- **The Writing Center** – Offered Monday through Thursday from 6:00 p.m. to 8:00 p.m. in the Academic Success Center. No appointment is necessary to meet with a professional tutor for assistance with any writing assignment at any stage of the process, including essays, research papers, personal statements, and oral presentations.

Learning Resource Center (LRC) (Accelerated (ABE) Program)

The Learning Resource Center (LRC) is located in rooms 105 and 106 at the Normal location. Contact the LRC Director at (309) 268-4321 or by email at lc_n_lrc@lincolncollege.edu. Check the LRC webpage at lrc.lincolncollege.edu for handouts, useful links, and the current session’s tutoring schedule.

Mission

The mission of the Learning Resource Center is to provide high quality academic support to students enrolled in Lincoln College’s accelerated programs. The LRC is committed to helping students develop the skills and confidence necessary to accomplish their academic goals. In the spirit of that mission, the LRC provides a variety of services to students.

- **Free professional tutoring.** The LRC tutoring area in room 105, phone (309) 268-4343, operates on a walk-in basis and provides free tutoring from experienced, credentialed tutors. Drop-in math and writing hours are posted online each session. Students may also contact the LRC director about individual appointments.
- **Testing.** The Testing Center in room 106A, phone (309) 268-4899, provides a place to take make-up tests, other tests as assigned by the instructor, exams with approved accommodations through the Office for Disability Services (e.g., reader, scribe, extended time), and placement exams.
- **Research assistance.** LRC staff can help students use McKinstry Library sources to find useful

books and articles for academic coursework and assist in the correct and ethical citation of those sources.

- **Reserved materials.** Instructors may leave specific materials (e.g. books, CDs, videos) for students in the LRC's reserved materials section. A current list of reserved materials is posted on the LRC webpage.
- **Quiet study.** Room 106 is available as a quiet study area whenever the Normal site main academic building is open.
- **Online Math Tutoring:** Students can schedule one-on-one online sessions with an LRC math tutor via GoBoard.
- **Online Writing Lab:** Students may receive feedback on written assignments by submitting their papers to the [OWL \(Online Writing Lab\)](#).

The Access Program (Traditional Program)

The Lincoln College Access program is a fee-based program designed to assist students with ADHD or other disability which impacts executive function to realize and maximize their potential at the college level. The program is housed within the Office for Disability Services (ODS) and is open to Lincoln College students who would benefit from coaching in areas such as planning, prioritization, organization, and time management. Newly enrolled Access students participate in a transition workshop held the week prior to the Fall semester, and all Access students meet with an Access coach regularly throughout the course of the semester. Coaches have ongoing communication with faculty, parents, and students throughout the course of the semester. The program cost is \$2,250 per semester. Students may contact the Access Program Coordinator at (217) 735-7335 or ods@lincolncollege.edu, or visit Access.lincolncollege.edu for more information.

The Office for Disability Services (ODS)

Lincoln College is committed to providing equal access to all College programs and services. The mission of the Office for Disability Services (ODS) is to ensure full and equal participation for students with disabilities by providing facilitators, programs, and services that will support and enhance individuals' ability to achieve their academic and personal goals. ODS is dedicated to encouraging self-advocacy, promoting equal access, and working with individuals to determine and establish appropriate accommodations.

ODS Services

The Office for Disability Services can assist students with documented disabilities as defined by the Americans with Disabilities Act, as amended, in receiving appropriate accommodations. Accommodations are designed on a case-by-case basis according to student need. Students must register with ODS and provide appropriate documentation of a disability, which should include a statement from the diagnosing professional based on recent testing. All documentation and contacts with the Office for Disability Services are maintained in a confidential file and are considered to be a part of the student's educational record.

Once registration is complete, students work with ODS, instructors, and staff members each semester to implement approved accommodations.

Traditional Program

(Lincoln campus)

Registration forms are downloadable at lcods.lincolncollege.edu/registering-for-services/

Office: Lower Level Harts Science Building

Phone: (217) 735-7335

ods@lincolncollege.edu

Fax: (217) 735-4902

Accelerated Program

(All ABE locations (Lincoln, Normal, Peoria, Oglesby)

Registration forms are downloadable at ncods.lincolncollege.edu/students/

Office: 106B in the Normal Academic Building

Phone: (309) 268-4321

ncods@lincolncollege.edu

Fax: (309) 454-5652

There is an online form on the ODS webpage through which individuals can report access barriers:

<http://ncods.lincolncollege.edu/contact/let-us-know/>.

Academic Advisement

The mission of the Lincoln College advisor is to help undergraduate students fulfill their educational goals, achieve academically, and graduate. The advisor ultimately seeks to create a vital link between the college community and its undergraduate students, articulate the institution's academic purposes, and help students understand and negotiate the institution's rules, regulations, and requirements.

Every Lincoln College student is assigned an academic advisor whose primary goal is to assist students in realizing their maximum potential, aiming to help students determine and attain their educational and career objectives. ***NOTE: Academic advisement is a service provided by the College. Course selection and the completion of all degree requirements in either campus program remain each student's personal responsibility.***

Structure of Traditional Program Academic Advisement (Lincoln campus)

The Lincoln campus academic advisor helps orient students to college work, assists them with registration and scheduling of classes, monitors their academic progress, and refers them to faculty members and Student Affairs staff for necessary help. These tasks require that student files be maintained and that advisor/student appointments be routinely scheduled. The academic advisor is thoroughly familiar with the educational programs and academic requirements of the institution.

Lincoln campus academic advisors in the traditional programs also provide students with information and resources regarding transfer, major, and career exploration. As an Illinois Articulation Initiative (IAI) institution, the College works diligently to make the student transfer process as smooth as possible. Students may contact their assigned Lincoln campus academic advisor for more information or to schedule an appointment. The Lincoln campus Academic Advisement offices are located in Gehlbach Hall and operate during regular business hours.

Structure of Accelerated (ABE) Program Academic Advisement

ABE academic advisors play an important role in empowering students to reach their goals through the Accelerated Program at Lincoln College. All ABE students are assigned a full-time, professional academic advisor who will serve as a valuable resource, not only when registering for classes, but for many aspects of the adjustment to college life and accelerated coursework.

The goals of the ABE academic advising program are to:

- Guide students toward a better understanding of the requirements for their program of study by developing a plan of study through graduation
- Assist students in the proper utilization of the resources, systems and personnel on campus
- Share strategies and techniques that will increase a student's chance for personal success and goal attainment in accelerated coursework
- Advocate on behalf of student concerns within Lincoln College and

- Periodically review status reports to recommend a course of action to the student.

An appointment is usually required for ABE academic advisement. Students may schedule advisement appointments by contacting their assigned ABE academic advisor directly.

ABE Advisement Hours: Monday through Friday, 9:00 am – 6:00 pm.

Early Alerts (Traditional Program: Lincoln campus)

Early alerts are designed to leverage faculty, staff, and administration relationships and interactions with students to identify when a student is at risk, report the observation, and intervene where possible, to promote student success. The campus community uses a web-based information system (*MyLynx*) as a means of submitting observations for students who might be at-risk academically and/or socially. Upon submission, an Alert is reviewed by the Office of Student Success, where the retention management team will determine the appropriate follow-up action. Notification of an early alert submission will also be sent to the student's Lincoln College email account to keep them informed. Students are expected to respond to meeting requests resulting from alert submissions, with the mutually desirable outcome of addressing the concern and overall improvement of the student's academic experience and progress towards graduation.

Career Services

The mission of the Career Services Office is to strive to empower students and alumni with the appropriate skills and resources to successfully navigate the career exploration and job search processes.

With Career Services, students can:

- Explore and identify potential career opportunities
 - Career Exploration and planning resources
 - Interest Profiler
 - Meet with company recruiters on campus
 - Participate in company information sessions
 - Engage in meet and greet events with company recruiters and hiring managers
- Develop the critical skills and competencies to be successful in securing a job
 - Resume writing
 - Cover Letter preparation
 - How to Interview
 - Professional follow-up
 - Dress for Success

Alumni can:

- Access resources for career exploration and job searching
 - Attend on campus networking events
 - Participate in the Lincoln College Career fairs
 - Get assistance with resume/cover letter development, interview skills, etc.
- Network with Lincoln College alums/students and also recruit as an employer
 - Become a career mentor
 - Participate in employer events on campus
 - Sit on industry panels, host information sessions, pizza with the pros, etc.

Employers can:

- Recruit a highly qualified motivated and diverse workforce to assist with achieving your company's mission
- Partner with Career Services to assist students with career exploration, networking and job/internship search preparation

Additional services and resources that are available via the Career Services Office:

- Job Shadow (spend a day at a company to learn what it is that they do)
- Internships (during the semester and over the summer break)
- Future Think Career Opportunities

Lincoln College hosts two Career Fairs (Fall and Spring) in which students interact with employers who are on campus actively hiring. The Career Center also provides numerous opportunities for students to engage with employers through events such as; Information Sessions, Lunch and Learns, Case Competitions, Industry Panels, and company visits. And lastly, Career Services delivers students with multiple career exploration prospects through a robust job shadow and internship program.

Career Services is located in the McKinstry Library Building at the Lincoln Campus, just across the lobby from the library entrance. At the Normal campus, just stop by the Front Desk in the Academic Building and our staff there will connect you with the Career Services Office.

Students and alumni may also contact the Career Services Office via phone at 309-268-4315 or visit the office online at <https://careerservices.lincolncollege.edu> for more information.

Computer Laboratories and Help Desk

Students may contact Lincoln College Technology Support by creating a support ticket using <https://helpdesk.lincolncollege.edu> so that the issue may be tracked and resolved. Students may also contact IT support by phone at (217) 735-7365.

IT Help Desk

If students experience technology issues with college computers in the labs or residence halls, an online support ticket system is available: <https://helpdesk.lincolncollege.edu/>. Every support request is assigned a unique ticket number which students can use to track the progress and responses online.

Computer Labs, Software and Internet

Computers are available in laboratories for general student access on both campuses, unless they are in use as classrooms, whenever the buildings housing those labs are open.

Both campuses are equipped with a wireless internet network. All computer network resources are provided to support educational purposes relating to courses of study only. Commercial use is prohibited. Users are expected to comply with institutional policies and local, state and federal legal standards. The College may impose limited restrictions on the use of its computer network systems. Qualified users of the computer network resources include Lincoln College students, faculty and staff members.

Word processing, spreadsheet and database software and Internet access are available in the computer labs. Software used for specific disciplines is also available in certain labs. Students may print academic

materials from in the College’s computer labs free of charge provided the materials being printed are directly related to the academic coursework for which the student is enrolled.

All students must abide by the College’s *Technology Appropriate Use Policy* found in the Lincoln College Student Handbook to retain access to the College’s computer resources.

General Computer Lab Guidelines

1. Students are expected to be considerate of other students who are studying or working in the Lab. Such consideration includes:
 - Keeping noise and conversation levels to a minimum.
 - Having cell phones turned off or on the vibrate setting.
 - Maintaining appropriate behavior befitting a study area, including appropriate language use.
 - Using the lab computers for school-related purposes only (including the Internet and installed software.)
2. Food and drink are not permitted in the Computer Labs.
3. Disconnection of hardware from the computers is prohibited as is the downloading of any unauthorized software.
4. Computers are the property of Lincoln College and must be treated as such.

Any students found not following these guidelines may be asked to leave the computer lab by any college official/student lab monitor or have their computer privileges revoked.

Library Services

The McKinstry Memorial Library offers patrons access to over 25,000 print items, over 300,000 e-books, 40 electronic databases, and a special Abraham Lincoln collection. It also contains over 40 Internet-access computers available and provides free printing and copy services for students and faculty. For more information about McKinstry Library, visit library.lincolncollege.edu or call at (217) 735-7292.

Library Hours

During the spring and fall semesters the McKinstry Library is open seven days a week:

Monday – Thursday	8:00 a.m. – 10:00 p.m.
Friday	8:00 a.m. – 5:00 p.m.
Saturday	1:00 p.m. – 5:00 p.m.
Sunday	3:30 p.m. – 10:00 p.m.

I-Share Access

All Lincoln College students, faculty, and staff can request interlibrary loan items through I-Share, a consortium of 90 academic libraries in the state of Illinois. Items requested through I-share are available to be picked up at the McKinstry Library or another I-share member library of the patron’s choice. Also, Lincoln College students, faculty, and staff have check-out privileges at any I-Share member library.

Access to Online Databases

All Lincoln College students, faculty, and staff have access, on and off-campus, to the McKinstry Library’s online databases providing sources from thousands of electronic periodicals and other sources of information. Full access to library databases requires logging in using Lincoln College-provided credentials.

ACADEMIC POLICIES

There are two distinct campus programs at Lincoln College through which academic policies, procedures and curriculum are administered and delivered: 1) Traditional Academic Programs located exclusively at the Lincoln, Illinois campus and 2) the Accelerated (ABE) Program (5-week and 8-week formats) headquartered at the Normal site in Normal, Illinois with extension sites for the 5-week format in Oglesby, Peoria, and Lincoln, Illinois.

Most academic policies apply to all Lincoln College students and all campus programs regardless of delivery format. However, there are some academic policies (specifically regarding course enrollments) which are applicable only to toward the campus program in which the student is enrolled. ***General Institutional Academic Policies apply to all students unless specifically noted in the following sections.***

Institutional FERPA Policy - The Family Educational Rights & Privacy Act

All Lincoln College students are accorded all the rights under the Family Educational Rights and Privacy Act of 1974 (FERPA), the Buckley Amendment. Therefore, Lincoln College has adopted the following institutional policy which ensures that its students are properly afforded these rights and provisions.

In compliance with the Family Educational Rights and Privacy Act of 1974, Lincoln College will not release specified educational records to any person or agency without the written permission of the student except those exceptions noted below, or to the extent FERPA authorizes disclosure without consent. These specified records include admission records, cumulative academic records, health records, financial aid records, placement records, progress records, and discipline records. In requiring student's permission to release specified educational records to third parties, the Act does permit the following exceptions:

- School officials with legitimate educational interest;
- Officials of another college or postsecondary institution where the student seeks or intends to enroll or has enrolled;
- Specified officials for audit or evaluation purposes;
- Appropriate parties in connection with financial aid to a student;
- Organizations conducting certain studies for or on behalf of the school;
- Accrediting organizations;
- Compliance with a judicial order or lawfully issued subpoena;
- Parents of dependent students according to the IRS definition;
- Appropriate officials in cases of health and safety emergencies;
- State and local authorities, within a juvenile justice system, pursuant to specific State law;
- The victim of an alleged perpetrator of a crime of violence, as defined in 18 U.S.C 16, or non-forcible sex offense (this type of disclosure may include only the final results of the disciplinary proceeding conducted by Lincoln College with respect to that alleged crime or offense, and the College may disclose the final results of the disciplinary proceeding regardless of whether or not it concludes that a violation was committed);
- To comply with required disclosures regarding sex offenders and other individuals who must register under section 170101 of the Violent Crime Control and Law Enforcement Act of 1994, 42 U.S.C. 14071;
- To contractors, consultants, volunteers, or other parties to whom functions and services have been outsourced;
- To parents of an eligible student under age 21 who is in violation of alcohol or substance abuse

- laws and policies; or
- To any third party if the information is Directory Information

Certain personally identifiable information from a student’s educational record, designated by Lincoln College as Directory Information, may also be released without the student’s prior consent. Directory Information is considered “public knowledge” and includes:

Name	Date and place of birth
Address	Major field of study
Telephone	Dates of attendance
Electronic mail address	Grade level
Photograph	Participation in officially recognized activities and sports
Degrees, honors, and awards received	Weight and height of members of athletic teams
Most recent educational agency or institution attended	Student’s College ID number

Students have the right to prevent the disclosure of directory information, including verification of enrollment. If a student wishes to prevent disclosure, the student must complete the *Request to Prevent Disclosure of Directory Information Form* available from the Office of the Registrar.

Once enrolled, a student has the right to review his or her educational records, except for those excluded by law, such as records kept by a campus health professional, parental financial records, and confidential letters of reference. Educational records are not located in any one central office. Such records are maintained by the Offices of the Registrar, Financial Aid, and Admissions, as well as other offices at Lincoln College.

Questions regarding the review of individual student records should be directed to the specific location and custodian of those campus records. If a student encounters any difficulty in reviewing an educational record, questions should be referred to the Office of the Registrar. A student may challenge the content of educational records by notifying the Registrar in writing. The Registrar will promptly review any such challenges.

College Course Placement

It is important that students begin their college studies at the appropriate level. To help identify that level, Lincoln College evaluates incoming students’ ability and preparedness by using multiple placement measures. ACT/SAT scores, high school GPA, academic transcripts and/or GED scores, or placement test scores are used to determine the appropriate initial course choices. Lincoln College uses ACCUPLACER computer based tests. ACCUPLACER test scores are valid for placement purposes for up to two (2) years. All students, regardless of campus program, must meet placement criteria in both mathematics and English before registering for any Lincoln College mathematics or English composition class.

Test-Out Option for Placement

After advising and registration are complete, students have the option to return to campus on a later, predetermined date to attempt to place in a higher level course through a test-out exam. Students will be provided additional information related to this option at registration. There is an additional fee assessed for this test-out option.

English Placement using Multiple Measures

- Students who cannot be placed by the criteria below will need to take the College’s placement test.
- Students may opt to register for an English composition course lower than their placement.
- After advising and registration are complete, students have the option to return to campus on a later, pre-determined date to attempt to place in higher level English composition course through a written “test-out” exam. Students will be provided additional information related to this option at registration. There is an additional fee assessed for this test-out option.
- A student who has not provided official high school transcripts or ACT scores must complete LC placement tests.

English Course Placement based on High school GPA: Chart 1 (GPA factored through at least 7 semesters of High School on an official transcript)

GPA Score	Placement Testing Option	Course
an unweighted high school GPA \geq 2.6	None	ENG 101
an unweighted high school GPA $<$ 2.6	See Chart #2	See Chart #2

English Course Placement: Chart 2

English ACT Sub-Score	Placement Testing Option	Course
12 or lower	None	ENG 099
13-17	Accuplacer Placement Test	ENG 099, ENG 101 5-day or ENG 101
18 or higher	N/A	ENG 101

Accuplacer Placement Score	Placement Testing Option
2-3	English 099
4-5	English 101 5-day
6 or higher	English 101

Mathematics Placement using Multiple Measures

- Students who cannot be placed by the charts below will need to take the College’s placement test.
- Students may opt to register for any math course lower than their placement.
- After advising and registration are complete, students have the option to return to campus on a later, pre-determined date to attempt to place in higher level math course through a written “test-out” exam. Students will be provided additional information and a study guide related to this option at registration. There is an additional fee assessed for this test-out option.
- A student who has not provided official high school transcripts or ACT scores must complete LC placement tests.

Math ACT, HS GPA, Courses Taken	Placement Chart
Math ACT ≥ 22 (no GPA restriction) and one of the following courses within the past 2 years: College Algebra, Pre-calculus, Finite Math, Statistics	Chart 1
Transfer student or Dual Enrollment credit within past 5 years	Chart 2
<ul style="list-style-type: none"> Math ACT ≤ 21 and an unweighted GPA ≥ 2.6 (based on minimum 7 semesters of high school) -and- <ul style="list-style-type: none"> A high school math course completed within 1 year of enrollment 	Chart 3
<ul style="list-style-type: none"> Math ACT ≤ 21 and unweighted GPA < 2.6 -or- <ul style="list-style-type: none"> Math ACT ≤ 21, unweighted GPA ≥ 2.6, no high school math course completed within 1 year of enrollment 	Chart 4

Mathematics Placement Chart 1: Math ACT 22 or Higher

To be eligible for the following Math Placement, a student must meet one of the following criteria:

- a math ACT ≥ 22 (no GPA restriction)
- and-
- the courses listed below within 2 years

<i>If your Math ACT sub-score is</i>	<i>and your last HS math course was</i>	<i>and you earned a grade of</i>	<i>your LC Math Placement will be</i>
22-26	College Algebra or Finite Math	A or B in both semesters	MAT 125, 123, 120, 110, 105
		C, D or F in either semester	MAT 119, 110, 105
22-26	Pre-calculus (Algebra and Trigonometry)	A or B in both semesters	MAT 130, 125, 123, 120, 110, 105
		C, D or F in either semester	MAT 125, 123, 120, 110, 105
22-26	Statistics (if student also took college algebra or pre-calculus, use its rubric)	C or better	MAT 119, 110, 105
27 or higher			MAT 130, 125, 123, 120, 110, 105
AP Calc Test		3 or higher	Credit received for MAT 130 May enroll in MAT 231

Mathematics Placement Chart 2: Math ACT ≤ 21 /unweighted GPA ≥ 2.6 /Math Course within 1 Yr.

To be eligible for the following Math Placement, a student must meet all of the following criteria:

- a Math ACT ≤ 21 and an unweighted GPA ≥ 2.6 (based on minimum 7 semesters of high school)
-and-
- a high school math course completed within 1 year of enrollment

If your last two-semester HS math course was	and you earned a grade of	your LC Math Placement will be
Below Algebra 2 (Below Intermediate Algebra)		MAT 091
Algebra 2 (Intermediate Algebra)	C or higher in both semesters	MAT 095
	D or F in either semester	MAT 091
College Algebra	A's or B's in both semesters	MAT 119, 110, 105
	C or lower in either semester	Placement Test
Pre-calculus (Algebra and Trigonometry)	A's or B's in both semesters	MAT 125, 119, 110, 105
	C in both semesters or in one semester with A or B in the other	MAT 119, 110, 105
	D or F in either semester	Placement Test
Calculus	A's or B's in both semesters	MAT 130, 123, 120, 110, 105
	C in both semesters or in one semester with A or B in the other	MAT 125, 123, 120, 110, 105
	D or F in either semester	Placement Test
Other (Statistics, Finite Math, or other course)		Placement Test

Mathematics Placement Chart 3: Math ACT \leq 21 and unweighted GPA $<$ 2.6 or No Math 1 Yr.

To be eligible for the following Math Placement, a student must meet all of the following criteria:

- a Math ACT \leq 21 and unweighted GPA $<$ 2.6
-or-
- a Math ACT \leq 21, unweighted GPA \geq 2.6, and no a high school math course completed within 1 year of enrollment

<i>If your Math ACT sub-score is</i>	<i>Placement Testing</i>	<i>your LC Math Placement will be</i>
≤ 16	No	MAT 091
17-18	Yes	MAT 091 or 095
19-20	No	MAT 095
21	Yes	MAT 095 or 119/110/105

Mathematics Placement Chart 4: Transfer Students

To be eligible for the following Math Placement, a student must meet the following criteria:

- transfer or dual enrollment math course taken within the last five years.

<i>Student has</i>	<i>Placement Testing</i>	<i>LC Math Placement</i>
Developmental courses only, all with grades of C or below	Yes	Placement Testing Score
Earned a B or better in a course equivalent to MAT 091	No	MAT 095
Earned a B or better in a course equivalent to MAT 095	No	MAT 119, 110, 105
Earned a C or better in course equivalent to MAT 119 ----- ----- Earned a D or F in course equivalent to MAT 119	No	MAT 125, 123, 120, 110, 105 ----- --- MAT 119, 110, 105
Earned a C or better in course equivalent to MAT 120 ----- ----- Earned a D or F in course equivalent to MAT 120	No	MAT 125, 123, 110, 105 ----- --- MAT 120, 110, 105
Earned a C or better in course equivalent to MAT 125 ----- ----- Earned a D or F in course equivalent to MAT 125	No	MAT 130, 123, 120, 110, 105 ----- --- MAT 125, 123, 120, 110, 105

Earned a C or better in course equivalent to MAT 130	No	MAT 231, 120, 110, 105
----- -- Earned a D or F in course equivalent to MAT 130		----- ---

Accelerated (ABE) Program

After meeting with an academic advisor or an admissions counselor, as appropriate, ABE students should schedule a testing appointment by contacting the Testing Center (309) 268-4899, room 106A in the Academic Building at the Normal site or email testingcenter@lincolncollege.edu. When scheduling a testing appointment, it is recommended that students allow two (2) hours if they are taking both exams (math and English), but the amount of time needed varies according to each individual’s test-taking style. The math and reading tests are untimed.

Articulation of Transfer Credits

The Office of the Registrar is located in the lower-level of Harts Science Building on the Lincoln campus. Contact the Office of the Registrar at (309) 268-4304 or by email through <http://www.registrar.lincolncollege.edu/>.

Lincoln College Academic Program Transcripts

In compliance with the Family Educational Rights and Privacy Act (FERPA), Lincoln College does not release transcripts of a student’s work at the College except upon the student’s written request. Requests for official Lincoln College transcripts must be submitted to the Office of the Registrar. Transcript request information is available via the College’s website at https://registrar.lincolncollege.edu/transcript_requests/, and requests may be submitted online through the College’s partnership with National Student Clearinghouse or by completing the Transcript Request Form.

Transcript requests must be signed by the student and be accompanied by the appropriate fees associated with the student’s selected processing option. Fees may vary between \$5.00 and \$9.00 depending on the processing option selected. The official transcript will be processed and sent to the recipient designated by the student generally within 3-5 business days of receiving the request. Students seeking the fastest processing are encouraged to avail themselves of online ordering of electronic transcripts through the National Student Clearinghouse partnership.

Students may access an unofficial transcript online through the MyLynx student portal or by completing and submitting the Transcript Request Form to the Office of the Registrar on the Lincoln Campus; there are no fees associated with an unofficial transcript.

Official Transcript Holds

No official transcripts from Lincoln College will be released until the student has met all financial obligations to the College and has submitted all documentation required by the College including, but not limited to, official and final high school transcripts or GED results, official and final transcripts from any other college or university attended, required financial aid documentation, or immunization forms.

Transfer of Academic Coursework

Students may request to apply credit for academic coursework taken at other institutions toward the completion of their Lincoln College degree. Official transcripts are required for the consideration of any course transfer. The Office of the Registrar will review all courses that are submitted for transfer credit and determine which credits may be transferred. If all the course work completed by a student at any other institution holding an accreditation recognized by the US Department of Education averages a 2.0 grade point average or better, courses in which the student earned a D may be accepted for transfer credit. If not, a maximum of 6 hours of D level work from each institution may be accepted as transfer credit. Although transfer hours are applied to the total number of hours needed for graduation, only those hours earned at Lincoln College will be used to compute a student's cumulative grade point average.

Lincoln College does not articulate courses taken under a Pass/Fail option in which the student earned a P grading mark or other mark indicating passing. This policy does not apply to courses taken at institutions offering competency-based programs or Illinois Articulation Initiative (IAI) approved General Education courses taken during the 2020 calendar year. Competency-based courses and IAI approved General Education courses completed during the 2020 calendar year, in which the student earned a P or other mark indicating passing, shall be articulated per the guidelines detailed below provided the transcript key for the institution of record indicates a letter grade equivalency of C or better.

Courses articulated by Lincoln College as specific Lincoln College courses for a particular student are identified by the Registrar, listed in the student's official file, and added in the appropriate section on the student's official graduation audit. Those courses which do not articulate as an equivalent Lincoln College course are counted as elective credits in most degrees. Degree programs have differing requirements (see Programs of Study later in this catalog).

Reverse Transfer of Credit to Complete a Lincoln College Degree

- Associate degree-seeking students must complete at least 20 of their final 27 semester credit hours of their overall credit requirement with Lincoln College.
- Bachelor degree-seeking students generally must complete their last 30 credits at Lincoln College (depending on the degree requirements), but may transfer a maximum of 6 hours of their final 30 semester hours in order to satisfy the baccalaureate residency requirements with the College.

Students who have interrupted their study with Lincoln College for a calendar year or more and who wish to transfer credits from another institution back to Lincoln College in order to earn their respective degree (subject to the stipulations indicated above) must complete the *Lincoln College Reverse Transfer* form available from the Office of the Registrar and submit the form and official transcripts from the other institution(s) attended to the Office of the Registrar for evaluation of credit toward the requirements of the Lincoln College degree.

The curriculum in the catalog current at the time of reverse transfer of credit is applicable to the student. Students should be aware that curricular requirements may have changed at the time they reverse transfer credits.

Time limit on reverse transfer of credit: Reverse transfer of credit to complete any degree will not be granted to any student who has interrupted their study with Lincoln College for a period of five calendar years or longer. This time limit applies to all students who first enrolled at Lincoln College after August 1, 2016.

Transfer of Vocational/Technical Coursework

Students may request to apply credit for vocational/technical coursework taken at other institutions toward the completion of their Lincoln College degree or certificate. Official transcripts are required for the consideration of any vocational/technical course transfer.

Transfer of Vocational/Technical Coursework into Academic Degrees

Generally, a maximum of six hours of vocational/technical coursework may be applied to the elective portion of any degree granted by Lincoln College with the following exceptions:

- **EXCEPTION ONE (AAS Capstone Degree):** All vocational/technical credits earned in a conferred Associate of Applied Science degree from another institution will be accepted for students enrolled in a AAS Capstone Degree (Bachelor of Applied Management or Bachelor of Applied Science) offered in the Accelerated (ABE) Program (see Programs of Study later in this catalog). **NOTE:** *Students who originally enrolled in an AAS Capstone Degree and then change degrees will forfeit the articulated transfer of the vocational/technical credits upon the change of degrees and will be subject to the six-hour requirement indicated above.*
- **EXCEPTION TWO (Health Services Administration Major):** The Health Services Administration degree (delivered only in the Accelerated (ABE) Program) allows students to articulate more vocational/technical hours (**maximum of 18 credit hours**) if the vocational/technical credits were completed in an Allied Health and/or Nursing program at either a regionally accredited college or university or at an instructional institution in which the program is accredited by the CHEA recognized accrediting agency for that profession.

Illinois Articulation Initiative (IAI)

Lincoln College is a participant in the Illinois Articulation Initiative (IAI), a statewide agreement which allows transfer of the completed IAI General Education Core Curriculum (GECC) between participating colleges and universities, some public and some private. The IAI GECC is designed to facilitate timely degree completion for students who transfer between institutions. Completion of Illinois Articulation Initiative General Education Core Curriculum courses at any participating institution assures transferring students that lower-division general education courses for an associate or baccalaureate degree has been satisfied (see Programs of Study.) This agreement is in effect for students entering a participating associate or baccalaureate degree-granting institution as a first-time freshman in summer 1998 or after. More information about the Illinois Articulation Initiative and participating institutions can be found at iTransfer.org.

Advanced Placement Credit

Students may qualify for advanced placement in or exemption from college courses by taking Advanced Placement Program exams. The Advanced Placement Program, sponsored by the College Entrance Examination Board (CEEB), administers the Advanced Placement exam at designated high school testing centers. Credit is granted by the Office of the Registrar on the basis of recommendations by the CEEB. Lincoln College currently accepts an AP score of 3 or higher for credit in or exemption from the appropriate course.

Scores from Advanced Placement exams should be sent to Lincoln College's Office of the Registrar. The Lincoln College code is **1406**.

College Level Examination Program (CLEP)

The College Level Examination Program (CLEP) gives students the opportunity to receive college-level credit for what they already know by earning qualifying scores on any one of the CLEP exams. Interested students should take the CLEP Examinations before enrolling for classes at the College. Credit earned through CLEP Examinations will count toward general education and graduation requirements only. CLEP credit is transfer credit and therefore cannot duplicate credit already earned from another source. Lincoln College will accept up to 30 credit hours of CLEP credit. A minimum score of 50 (equivalent to a grade of "C") is considered a passing score. Exams may be repeated six months after the initial testing date if necessary to achieve a passing score. CLEP credits do not apply toward meeting the Lincoln College residency requirements in any degree or major.

For English Composition credit through CLEP, students must complete the Freshman College Composition Exam including essays. Students will be given up to 6 credit hours in English Composition upon successful completion of the exam.

When registering for CLEP exams, students should request that an official copy of test scores be sent directly to Lincoln College. Testing sites close to Lincoln College locations include Illinois Central College, Illinois State University, Illinois Valley Community College, and Lincoln Land Community College. For information about additional testing sites and other details, contact CLEP directly at (609) 771-7865 or visit their website, www.collegeboard.com/CLEP.

Defense Activities for Non-Traditional Education Support (DANTES)

Lincoln College generally accepts DANTES credit through the recommendation of the American Council on Education (ACE) for accreditation of military service training and experience insofar as the credit is for coursework comparable with that offered at Lincoln College. For more information, check with the Office of the Registrar. While there is no limit to the amount of credit that can be awarded through DANTES, these credits do not apply toward meeting the Lincoln College residency requirement of any degree or major.

Prior Learning Assessment (PLA)

The Prior Learning Assessment (PLA) program is administered through the **Accelerated (ABE) Program** and follows guidelines recommended by the Council for Adult and Experiential Learning (CAEL). Students with extensive documented work and/or life experiences may apply to receive up to 27 hours of college credit for prior learning. The Prior Learning Assessment Office (located in the Academic Building at the Normal site) assists students in reviewing past work/life experiences to determine if college-level learning has been acquired. If students are judged to have the potential for credit awards, the PLA Office works with the student to prepare and submit petitions, documentation, and portfolios outlining their experiences.

Other documentation and submission details may include:

- *US Corporate training records* to be sent to the PLA Office from a Human Resources or training department on company letterhead. The letter must state the course title, course description and dates of attendance, and must be signed with the title, address, and phone number of the person signing. Students should include copies of any certificates earned.
- *US Military training certificates*. All military basic training has been approved for college credit by the American Council on Education (ACE), along with many other types of military training. To have credit for military training recognized, veteran students should submit their Joint Services Transcript to the Registrar's Office for evaluation.

- *Professional licenses and certificates* from a program approved by the American Council of Education (ACE). A copy of the license or certificate and the standards, such as the testing or course work used in granting the credential, should be sent to the PLA Office.

Upon payment of appropriate assessment fees, these documents may be reviewed by certified assessors, faculty members, and outside experts to determine what credit may be awarded. If credit is awarded, the appropriate awards are forwarded to the Office of the Registrar for application to the student's degree requirements.

Challenge by Exams

Exams have been developed by Lincoln College faculty which can be completed by students to earn credits for requirements of any degree or major. Students who wish to take a Challenge Exam are required to have experience in the subject area that they want to "challenge." Exams are graded on a Pass/No Pass basis and are recorded on the student's academic transcript. Students who do not pass the Challenge Exam are not eligible to re-take the exam or petition for credit for the course through prior learning assessment. A Challenge Exam fee is required and will be charged at \$100 per credit hour not to exceed \$300.00 per course challenged. Information for each exam may be obtained directly from academic advisors, the Office or the Registrar, or the Academic Affairs Office.

Grading System and Policies

Grades are used to indicate the quality of work or level of proficiency achieved by individual students. Each faculty member is responsible for informing students of the policies and standards upon which course grades will be assigned in the course syllabus.

Grade Point Average

A student's semester grade point average (GPA) is determined by dividing the total number of earned points by the total number of semester hours for which the student received a grade. The Lincoln College *cumulative grade point average* (GPA) is computed by dividing the total grade points earned by the total semester hours attempted, excluding any hours for which a withdrawal (W) was received. Only Lincoln College course work is considered in computing the GPA.

Note: While non-credit bearing, developmental courses are not computed in the graduation grade point average, those courses are computed in the Academic Standing GPA as indicated in the Academic Standing policy later in this catalog.

Final Grades

Final grades are submitted to the Office of the Registrar at the end of the term or session and are used to compute the student's cumulative and/or term grade point average. Final Grades are posted in *MyLynx* and recorded on the student's official transcript.

Grade Changes

After final grades are submitted to the Office of the Registrar, no grade changes can be made except for a demonstrable error which must be acknowledged by the individual faculty member and approved by the Division Chair and the Dean of Faculty and Instruction.

Mid-Semester Grades

During the fall and spring semesters, mid-semester grades are submitted to the Office of the Registrar at the end of the eighth week of 16 week-classes (see the Academic Calendar for exact dates.) The mid-semester grades are essentially progress reports and are not computed in a student's permanent grade point average. A copy of the mid-semester grades is available to students via the *MyLynx* web-portal.

Note: Mid-semester grades are not reported and are not issued for summer sessions or Accelerated

(ABE) Program courses.

Academic Course Grade

Grades for all students are reported to the Office of the Registrar at the close of each semester. Letter grades are used as follows:

- A** indicates excellent work and carries a weight of 4 quality points for every credit hour in the course.
- B** indicates good work and carries a weight of 3 quality points for every credit hour in the course.
- C** indicates average work and carries a weight of 2 quality points for every credit hour in the course.
- D** indicates poor work and carries a weight of 1 quality point for every credit hour in the course.
- F** indicates failing work and carries no quality points for every credit hour in the course.
- I** A grade of Incomplete (I) may be given only when the criteria listed below under “Incomplete Grades” are met.

Transcript Mark definitions

- W** The mark of Withdrawal (W) will be given when a student withdraws from a class prior to the posted deadline or from a class after the posted deadline for their campus program but has a grade of C or above.
- WF** The mark of (WF) will be given when a student withdraws or is administratively withdrawn from the class after the posted deadline for withdrawal in the specific campus program and the student is doing “D” or “F” work. This mark is calculated as an “F” in the grade point average.
- AU** The mark of Audit (AU) is given when the student enrolls with the purpose of attending the class but not receiving credit. Audited courses are only allowed in the Traditional Academic Programs and are not permitted in the Accelerated (ABE) Programs. Permission to audit must be obtained from the instructor and the academic advisor before registering, and the student must satisfy all pre-requisites for the class he or she wishes to audit. The instructor has the final decision as to the conditions under which a student is permitted to audit the class, i.e., attendance, homework, and class participation policies. If the student does not abide by the instructor’s policy, permission to audit may be revoked. Audited classes do not count toward the fulfillment of degree requirements. A student enrolled in any class with “Audit” status may not convert to “For Credit” status after the 7th day of the semester in traditional academic programs.
- CR** Credit – CR grading marks count as earned credit but are not calculated into a student’s GPA. Equivalent to a “C” or better letter grade.
- NC** Non-Credit – NC grading marks count as attempted credits only and are not calculated into a student’s GPA.
- TR** The mark of Transfer (TR) is noted on Lincoln College transcripts when the student received transfer credit from another accredited institution.
- R** Repeated course. See Course Repeat Policy below.

Course Repeat Policy

Students who originally earned a D, F, W or WF in a course may not repeat the same course at Lincoln College more than two times*. If a student elects to repeat a course, only the last repetition is included in the student’s Lincoln College cumulative grade point average and used for awarding credit towards a

campus or degree requirement. All grades earned will be recorded on the student's official transcripts and other institutions may include repeat grades in evaluating the student's record.

***Exception:** IDS 105 (Freshman Seminar) may only be repeated one time. Students who are required to enroll in IDS 105 and who do not pass the course after the second attempt will be dismissed from Lincoln College.

Students seeking an exemption from this maximum number of course repeat policy must submit a request to the Division Chair or Lead Faculty member of the academic program in which the course is offered, and must demonstrate a compelling need for the exception. Any request must be approved by the Division Chair or Lead Faculty and the Dean of Faculty and Instruction.

Incomplete Grades

A grade of Incomplete (I) may be given only when the following criteria are met.

1. The student's absence from class was the primary reason for failure to complete the requirements of the course.
2. The student's absence and failure to complete the requirements of the course was due to a bona fide cause (such as an illness). The instructor may require official, written documentation of the cause.
3. The student completed at least two-thirds of the work of the course at a passing level.
4. The instructor agrees to assist the student in completing the work within the specified timeline. An incomplete is not granted automatically. In many cases, the appropriate course of action for the student is withdrawal from the course.

No instructor is required to offer an incomplete grade to any student even if the student meets all of the above criteria. If the instructor is willing to issue an incomplete, he/she will submit an *Incomplete Grade Agreement* to both the Division Chair and the Dean of Faculty and Instruction for approval. If approved, all work must be completed within the following time frames:

- **Traditional Academic Courses:** No later than six (6) weeks from the end of the semester/term
- **Accelerated (ABE) Program Courses:** No later than two (2) weeks from the end of the ABE session in which the Incomplete was received.

If the work is not completed within the specific time frame above, the student's grade will automatically revert to the default grade determined by the instructor at the time the incomplete grade was issued. The default grade is determined by the percentage of points currently earned out of the total semester/session points possible.

Grade Appeals

Grade appeals by a student in any campus program concerning individual assignments, test grades, and/or final course grades may be made by the following procedure according to the delivery modality in which the student is enrolled:

1. The student meets with the faculty member/instructor, who explains why the student received the grade.
2. If, after meeting with the faculty member, the student is not satisfied that the assigned grade is accurate, the student may appeal, in writing, to the appropriate faculty supervisor within two weeks of the grade being posted. (In the Lincoln Campus traditional programs, the faculty supervisor is the appropriate division chair and, in the ABE programs, the faculty supervisor is the ABE Director of Faculty.)
3. The faculty supervisor reviews the appeal and makes a recommendation to the faculty member within one week of receipt of the appeal.

The faculty member's decision is final. The student will be notified by the appropriate faculty supervisor of the decision, in writing, immediately.

Temporary Academic Policies Adopted in Response to COVID-19

The following academic policies were amended and/or adopted in response to the COVID-19 pandemic. Please note that these policies solely apply to the Spring, 2019-2020 semester.

Extension of the Withdrawal Period through the end of the Spring, 2019-2020 semester

Effective March 19, 2020 and extending through the end of the Spring, 2019-2020 semester, the College extended the Withdrawal period. A grade of "W" was recorded for all Spring course withdrawals requested through May 9, 2020. This amendment to academic policy suspended the policy for determination of "WF" grades for courses withdrawn after the deadline posted for the Spring, 2019-2020 Academic Calendar, and no "WF" grades were recorded for the remainder of the term.

Adoption of Credit/No Credit Grading Option for the Spring, 2019-2020 semester

In recognition of the significant changes represented by the shift to online instruction and the difficulties that the College's students may have faced in completing their courses to the best of their ability, the College adopted a temporary Credit/No Credit grading policy whereby students could select specific courses which they wish to be graded Credit ("CR") or No Credit ("NC"). This temporary policy applied to the Spring, 2019-2020 semester only, and students could select which courses were to be graded Credit/No Credit up to two weeks after final grades had been normally recorded by their instructors.

How did the Credit/No Credit Grading Option work?

After final grades have been recorded for the semester, students were granted two weeks in which to request that one or more courses be changed to Credit/No Credit grading. Students needed to make such formally make such requests in writing and counseled to work closely with their academic advisors in selecting courses to change. Specific deadlines for requesting Credit/No Credit grading were:

- For Accelerated (ABE) courses in A6, requests must have been received by **May 11, 2020**
- For Accelerated (ABE) courses in N4, requests must have been received by **May 18, 2020**
- For all 16-week and second 8-week courses Traditional), requests must have been received by **May 27, 2020**

How were the CR (Credit) and NC (No Credit) grading marks determined?

The recording of a CR (Credit) or NC (No Credit) grading mark was dependent on the final grade recorded by the instructor:

- Final grades of C or better were replaced with the CR (Credit) grading mark.
- Final grades of D or F were replaced with the NC (No Credit) grading mark.

How did the CR (Credit) and NC (No Credit) impact student GPA calculations and eligibility for honors?

Because these grading marks are not traditional letter grades (A, B, C, etc.), they were not calculated toward a student's GPA. Credit hours graded CR counted as earned credit and applied toward fulfilling course requirements. Credit hours graded NC did not count as earned credit nor were they applied toward course requirements.

Because the CR and NC grading marks were not calculated toward the student's GPA, requesting CR/NC grading did alter a student's standing in relation to semester (term) and graduation honors:

- Students requesting greater than six (6) hours of credit graded CR or NC were considered ineligible for semester (term) honors.
- Students earning fifteen (15) or more hours of credit graded CR will be considered ineligible for graduation honors.

Graduation Requirements and Responsibilities

To receive any Lincoln College degree, students must meet all course requirements associated with their degree program and fulfill all financial commitments to the College. Graduation requirements for all Lincoln College programs are listed in this catalog and are available online at lincolncollege.edu/. Students are notified each semester of any outstanding financial obligations.

Students should meet regularly with their academic advisor throughout their academic career at Lincoln College to ensure that progress is being made toward their degree objective. Although the College does offer academic advisement for all students and provide an academic checkpoint for graduating students, this is done primarily to ensure that only students who have met the requirements graduate. ***It is the individual student's responsibility to ensure that he or she is meeting graduation requirements and making progress toward his/her degree objective.*** The advising of students is a service provided them and does not relieve students of their responsibility to make certain they are meeting the requirements.

To verify graduation eligibility, all degree-seeking students must submit a **graduation application** when they register for their final semester. The Registrar will review and respond to all graduation applications in a timely manner to inform students of any deficiencies.

Procedure on Substitution/Waiver of Degree Requirements

Students may petition to substitute or waive a degree requirement using the following procedures. The following items are required:

1. A completed *Substitution/Waiver Form* indicating the requirement to be substituted for or waived and the rationale for such substitution or waiver. Generally, these forms are completed by the student's academic advisor and are available in their office.
2. A copy of the student's Lincoln College transcripts.
3. A copy of the student's graduation degree audit/check sheet.
4. Signed approval from the Division Chair or Lead Faculty (Bachelor Degree Programs), AND
5. Signed approval from the Chair of the Academic Committee (indicating a vote of approval from the Academic Committee for general education/associate degree requirements).

Petitions for substitution/waiver of associate degree requirements or general education requirements are submitted for approval to the Lincoln College Academic Committee (which generally meets monthly). Petitions for substitution/waiver of baccalaureate degree requirements must be approved by the Lead Faculty for the specific degree program and the Chair of the Academic Committee. If approved, the Chair of the Academic Committee will notify the Registrar to make the appropriate adjustments to the student's degree audit/check sheet. The Registrar will communicate the denial or approval of any petition to the student and/or their academic advisor in a timely manner.

Academic Integrity Policy

Promoting and maintaining academic integrity is an essential goal of higher education. The College is committed to supporting collaboration between students and faculty in the prevention, identification, and the prosecution of infractions of academic dishonesty.

Suspected infractions of academic integrity will be systematically reviewed according to Lincoln College policies and procedures. Students who witness suspected infractions are encouraged to alert relevant faculty. Instructors will initiate investigations of academic dishonesty by completing the initial sections of the "Faculty Referral for Violations of Academic Integrity" form. As the review of an incident progresses, the faculty member and student will attempt to resolve the issues in question. If a satisfactory resolution cannot be reached, the matter will be transferred to the Office of Academic

Affairs. All details of the complaint and steps taken toward a resolution with or without penalty will be documented in the Faculty Referral for Violations of Academic Integrity” form. Additionally, confirmed cases of academic dishonesty will be noted on the student’s permanent academic record.

Penalties for instances of academic dishonesty may vary depending on the type of infraction, the extent to which the infraction involves or affects the work of others, and if the violator has a record of academic dishonesty. Penalties can range from the required resubmission of an assignment (with or without grade penalty), to the failure of a course, to the academic dismissal of the student.

Students are allowed to appeal a penalty conferred for academic dishonesty by completing an appeal form in the time frame allotted. Information about and the forms for the appeal can be obtained from the Office of Academic Affairs.

Examples of Academic Dishonesty by students include, but are not limited to:

- a. Possessing or utilizing any means of assistance (books, notes, technology, etc.) in an attempt to succeed at any quiz or examination unless specifically authorized by the instructor.
- b. Students are prohibited from conversation or digital communication in examinations except as authorized by the instructor.
- c. Taking any action with intent to deceive the person in charge as to the student’s acting without honesty to complete an assignment, such as falsifying data or sources, providing false information, etc.
- d. Using without acknowledgement and authorization another’s assignment, in written or digital form.
- e. Plagiarizing. For the purpose of this policy, plagiarism is the unacknowledged appropriation of another’s work, words, or ideas in any themes, outlines, papers, reports, speeches, or other academic work. Students must ascertain from the instructor in each course the appropriate means of documentation.
- f. Submit the same paper for more than one College course without the prior approval of the instructors.
- g. Willfully give or receive unauthorized or unacknowledged assistance on any course assessment. This may include the reproduction and/or dissemination of homework or test materials. Both parties to such collusion are considered responsible.
- h. Substitute for another student in any quiz or examination.
- i. Be involved in the advertisement, solicitation, sale or ghost-writing or writing assignments or research papers.

The “Faculty Referral for Violations of Academic Integrity” form can be found on MyLynx under the Academics tab.

Student Class Standing

A student’s class status at Lincoln College is determined by the *academic* credit hours successfully completed and not by the number of years enrolled at the institution. The following are the definitions of a student’s class status:

<u>Class Standing</u>	<u>Credit Hours Completed (including transfer hours)</u>
• Freshman	less than 30 credit hours
• Sophomore	30 credit hours to less than 60 credit hours
• Junior	60 credit hours to less than 90 credit hours*
• Senior	90 credit hours or more

* **Exception:** Students enrolled in an associate degree at Lincoln College are not considered a Junior even if they have accumulated 60 credits or more.

Academic Honors (Semester and Graduation)

Semester Academic Honors (Traditional Programs)

Students enrolled in a minimum of 12 credit hours who earn a semester GPA of 4.00 will be recommended for Special Honors. Students enrolled in a minimum of 12 credit hours who earn a semester GPA between 3.75 and 3.99 will be recommended for the President's List. Students enrolled in a minimum of 12 credit hours who earn a semester GPA between 3.25 and 3.74 will be recommended for the Dean's List.

Semester Academic Honors (Accelerated (ABE) Programs)

ABE students with a minimum of 9 accumulated credit hours in a given semester who earn a semester GPA of 4.00 will be recommended for Special Honors. Students enrolled in a minimum of 9 credit hours in a given semester who earn a semester GPA between 3.75 and 3.99 will be recommended for the President's List. Students enrolled in a minimum of 9 credit hours in a given semester who earn a semester GPA between 3.25 and 3.74 will be recommended for the Dean's List.

Graduation Honors

Bachelor Degree: There are three levels of awards (Latin Honors) for superior scholarship leading to the conferral of a bachelor degree:

- Summa cum Laude (with highest honor) is awarded to graduates whose final cumulative grade-point average is 3.90 or higher.
- Magna cum Laude (with great honor) is awarded to graduates whose final cumulative grade-point average is 3.70-3.89.
- Cum Laude (with honor) is awarded to graduates whose final cumulative grade-point average is 3.50-3.69.

Traditional Program (Lincoln Campus): The Latin Honors designation for Commencement participation is determined using the student's cumulative GPA at the end of the student's second to last semester in the traditional academic programs for recognition at the Honors Assembly and Commencement Ceremony.

Accelerated (ABE) Program: The Latin Honors designation for Commencement participation is determined using the ABE student's cumulative GPA at the end of the second session/sub-term of the spring semester (ABE sub-term: A5) or at the end of the first session/sub-term for 8-week courses in the spring semester (ABE sub-term: N3) for recognition at the Honors Program and Commencement Ceremony.

For all students, the Latin Honors designation on the student's permanent record and diploma is awarded on the basis of the student's final cumulative GPA at Lincoln College and includes all grades earned at Lincoln College.

Associate degree: The College recognizes two levels of scholarship for graduating associate degree students as follows:

- Graduating students with a cumulative grade point average from 3.80 through 4.00 will be recommended for Highest Honors, President's Scholar.

- Graduating students with a cumulative grade point average from 3.50 through 3.79 will be recommended for High Honors, Dean's Scholar.

Honor Societies

Alpha Epsilon Rho: Electronic Media Honor Society

Alpha Psi Omega; Theatre Honor Society

Alpha Sigma Lambda: Non-traditional Student Honor Society

Beta Beta Beta: National Biological Honor Society

Phi Epsilon Kappa: Exercise Science and Sport Management Honor Society

Phi Theta Kappa: Two-Year College Students Honor Society

Sigma Beta Delta: Business Honor Society

Sigma Tau Delta: English Honor Society

Academic Standing

Students are expected to make reasonable academic progress in their programs of study. Therefore, students must maintain a required cumulative grade point average of 2.00 or higher in order to remain in Good Standing at Lincoln College. Academic standing at Lincoln College is divided into three separate categories (Good Standing, Probation, and Suspension) and is calculated for all students based on their grade point average, including developmental courses, at the end of each term (including summer).

Any student who has a semester grade point average of 1.00 or less for the preceding semester is ineligible to represent the College in any campus musical organization, intercollegiate athletics, and other programs where the student is representing the College to the public, including officers of recognized student organizations.

Please note: Eligibility requirements for participation in specific organizations on campus may vary. It is the student's responsibility to be aware of these requirements when participating in extra-curricular activities.

Only grades earned at Lincoln College are included in calculating the grade point average for probation or suspension.

Good Standing:

Students are considered to be in good academic standing by Lincoln College when their cumulative Lincoln College grade point average is at least a 2.00 or higher.

Probation:

When students fail to maintain the required cumulative grade point average of 2.00, including developmental courses, each semester, their academic status at Lincoln College will change from Good Standing to Academic Probation. Students will be notified of their Academic Probation by the Office for Academic Affairs. Students on Academic Probation will be limited to an enrollment of no more than fifteen (15) academic semester hours, including activity hours, during the semesters in which they are on probation. If the student is enrolled in a four (4) credit hour developmental math, they may enroll in no more than sixteen (16) academic semester hours, including activity hours, during the semester in which they are on probation.

Academic Suspension:

Any student whose cumulative grade point average is less than 1.00 at the end of a semester will be suspended for an academic year. Any student with three consecutive or non-consecutive semesters on academic probation will be suspended for an academic year. A student who has been suspended twice for unsatisfactory scholarship will not be readmitted.

Please note: The College reserves the right to academically suspend a student before the end of a semester if the student violates the conditions of a Learning Contract.

Conditionally admitted students are limited to enrolling in 15 credit hours, but are not entering the College on academic probation. If the student is enrolled in a four (4) credit hour developmental math, they may enroll in no more than sixteen (16) academic semester hours, including activity hours, during their first semester. Students who are conditionally accepted may have additional “conditions” beginning Fall 2018.

Appealing an Academic Suspension

A student placed on academic suspension may petition the Lincoln College Academic Committee for an early return to Lincoln College. The petition is a written statement from the student explaining the basis for the petition. The petition should include an explanation of why the suspension occurred and include a specific plan and steps that will be taken to improve academic performance. If the petition is approved, the student will be permitted to return to Lincoln College on Academic Probation and carry a course load of no more than fourteen (14) semester hours, including activity credits. Conditions of re-enrollment may also include specific attendance requirements and the use of academic support services to assist the student in returning to Good Academic Standing. Permission to re-enroll early is primarily contingent upon the possibility of the student’s timely return to good standing based on the College’s Academic Standing Policy. Students may be granted an early return from suspension by petition only one time.

NOTE:

An academic suspension appeal is different from a petition required for Financial Aid Satisfactory Academic Progress.

COURSE ENROLLMENT POLICIES

Academic Course Schedule

The Academic Course Schedule for each semester is produced for all locations according to tentative course rotations in each campus program. The course schedule for the fall and summer semesters is published in March and for the spring semester is published in October. The Academic Course schedules are available to students at registrar.lincolncollege.edu/calendar/.

Course Cancellations

On occasion, it is necessary for the College to cancel a scheduled course prior to the start of the semester or session/sub-term due to low enrollment in the course. Students who register for a class that is cancelled are notified through their Lincoln College email that the course has been cancelled and given schedule change assistance by their academic advisor. Notices of cancelled courses are also posted around campus locations to inform students of the cancellation.

Final Exams

Final exams are administered in the **Traditional Academic Programs** in the final week of the scheduled semester (excepting summer sessions). Generally, the time allotted for a traditional program course final exam is 40 minutes per semester credit hour. Final exams are thus not always offered at the same time a course was a scheduled to meet during the semester. The Traditional Program Final Exam schedule and related policies are published in advance of the semester and are available to students and faculty members at registrar.lincolncollege.edu/calendar/.

Note: There is no scheduled final exam week in the Accelerated (ABE) Program (5-week and 8-week) or in the summer sessions of the Traditional Academic Programs. Students should consult with their faculty member or their course syllabus for any final exam in the ABE program or summer sessions.

Accelerated (ABE) Program Rescheduling (Inclement Weather/Holiday)

When there is a recognized holiday or when weather emergencies require a campus closure on a scheduled face-to-face class meeting day, two options may be utilized by the instructor to arrange to make-up the missed contact hours:

1. Class is rescheduled to the following Friday from 5:30 – 9:30 p.m., or
2. Class is held on a different day during the week using an online collaboration tool (such as Big Blue Button) from 5:30 – 9:30 p.m.

In the case of a scheduled holiday in which the college is closed, the option that the faculty member chooses will be posted alongside the textbook list prior to the start of the sub-term/session and will be indicated in the course syllabus. In the case of inclement weather, the faculty member will communicate the option chosen with students via their course Learning Management System (*Canvas*).

Course Registration Policies and Procedures

All Lincoln College students work closely with their assigned academic advisor to register for classes in their chosen campus program. In all campus programs, registration for summer classes and fall semester classes begins in March of each year; registration for spring semester classes begins in October of each year. *Students should register early since class sizes are limited.* Course registration procedures differ

slightly between the campus programs as indicated below. Regardless of campus program, students are primarily responsible for course selection and registration.

Traditional Academic Program Registration Procedure (Lincoln campus)

All Lincoln College students enrolled in traditional academic programs must meet with an academic advisor to discuss course choices. Registration for classes is then conducted by the student online through the MyLynx student self-service portal. Once the student registers for courses online via MyLynx, the academic advisor will review the student's entered schedule and approve the registered courses or suggest alternative registrations as appropriate.

Accelerated (ABE) Program Registration Procedure (Plans of Study)

All students must meet with an ABE academic advisor to discuss course choices and register for classes. Each new student meets with his or her academic advisor to develop an original Plan of Study. The student's Plan of Study serves as a guidance document and provides suggested courses for which the student should register during each planned semester of attendance. Registration for classes is then conducted by the student online through the MyLynx student self-service portal. Once the student registers for courses online via MyLynx, the academic advisor will review the student's entered schedule and approve the registered courses or suggest alternative registrations as appropriate.

Each semester, the academic advisor will partner with the student to update the Plan of Study. If the student wishes to change registration plans for upcoming semesters, the student should notify the academic advisor in writing before the start of the registration period. Registration for summer classes and fall semester classes begins in March; registration for spring semester classes begins in October. Students who wish to deviate from their signed Plan of Study should notify their advisor in writing prior to each registration period to ensure that the Plan of Study remains current and up to date.

Course Registration Holds

Regardless of campus program, if a student has an outstanding obligation to the College, a hold may be placed upon registration and the student will be unable to register for future classes or receive his or her diploma if conferring a degree until that obligation is met. *Examples* of unmet obligations and the attending registration holds include, but are not limited to, the following:

- **Registrar Hold** (e.g., missing official transcripts from an educational institution)
- **Health Services Hold** (e.g., required health records and immunization forms not on file)
- **Financial Aid Hold** (e.g., entrance or exit counseling not completed)
- **Business Office Hold** (e.g., student has an outstanding, unpaid balance on their account)

No student may register for classes for a subsequent semester unless the registration hold is cleared by the office which placed the hold. Students should consult the appropriate office to meet the obligation and remove the hold.

Course Credit Loads

Students may enroll at Lincoln College on either a full-time or a part-time basis. For the purpose of enrollment verifications, the following definitions apply for each campus program:

Traditional Academic Program Credit Load Status (Full-time/Part-time)

Traditional program students on the Lincoln campus must maintain enrollment in a minimum of 12 credit hours per semester to be considered a full-time student. Financial aid awards, as well as eligibility for residency in College housing, are based on full-time status. Sixteen credit hours is considered an average load for a student.

Accelerated (ABE) Program Credit Load Status (Full-time/Part-time)

All **ABE students** enroll at Lincoln College as part-time students and are enrolled in a maximum of 9 credits per semester (3-4 credits per session/sub-term at three sub-terms per semester).

Academic Credit Overloads

Lincoln College is committed to offering a learning environment conducive to a student's academic success and has determined through assessment of student learning the following limits on student credit limits. However, the college also recognizes that in certain instances and circumstances students may still be successful with an overload of credits in a semester. An academic credit overload is created when a student desires to enroll in more credits than generally prescribed by Lincoln College for the campus program in which the student is enrolled.

Traditional Academic Program Credit Overloads

Sixteen (16) credit hours are considered an average semester load for a traditional program student on the Lincoln campus. A student will not be permitted to enroll in more than 18 credit hours (excluding PE, fine arts, and/or broadcasting activity credits) in any semester or more than 9 credit hours at any point during the summer semester's sub-terms (12-week session and the two 6-week sessions) without the written permission of the Dean of Faculty and Instruction. No student will be permitted to take more than 21 credit hours (including academic and activity credits). *Course Overload Request* forms are available in the Office of Academic Affairs, located in University Hall, room 104.

Accelerated (ABE) Program Credit Overloads ("Double-Ups")

ABE students are limited to one course per 5-week session or two courses per 8-week session. An Accelerated (ABE) Program overload is created when an ABE student is allowed to enroll in more credit hours than are prescribed above at any point in the semester in each of the accelerated program formats (5-week and 8-week). For example, students enrolled in a 4 credit, 8-week course in a session/sub-term who also enroll in the subsequent 5-week session/sub-term will have a three-week overlap of courses for a total of 7 credits during those three weeks and are thus subject to the Accelerated (ABE) Programs Credit Hour Overload Policy. Only one overload may only be requested per semester (fall, spring, or summer) and may not exceed a total of 16 credit hours of enrollment in any semester.

Students wishing to enroll in more than the standard amount of accelerated courses per sub-term must seek and receive written approval from the Executive Director according to the ABE Credit Hour Overload policy indicated below. All ABE students must obtain written permission from the Executive Director ***prior*** to registering for any overload of credits.

To qualify for an ABE credit hour overload students must have demonstrated academic success and met all obligations to the College according to the following criteria:

- A minimum of a 3.00 or greater GPA in all ABE courses
- Completion of at least 9 credit hours of prior ABE courses
- Be in Good Academic Standing with Lincoln College (including ALL Lincoln College coursework).
- Have successfully completed ENG 101: English Composition I and ENG 102: English Composition II
- Have no outstanding Incomplete Grades at the time of the request.
- Have demonstrated discussion of the impact of the overload on Financial Aid, if applicable
- Have no current registration holds including, but not limited to, financial aid hold, registrar hold, and/or student accounts hold.
- Have demonstrated a clearly articulated time management plan which addresses specifically how they will accomplish a work-student-life balance during the sessions of overload.

Students wishing to request an overload may petition the Executive Director at <http://linconcollege.edu/registrar/forms/abe-overload>. ABE overload requests must be submitted at least 3 weeks before the start of the overload period.

The Executive Director shall make a determination regarding permission for an overload according to the above criteria and according to the content and nature of the courses for which the student wishes to overload. The Executive Director will inform the student and the student's academic advisor of the decision prior to the session in which the student is requesting the overload.

Course Additions/Drops/Withdrawals

Students are primarily responsible for management of their course registrations and the making of adjustments to their course schedule subject to academic advisor approval. Policies governing changes to a student's schedule are detailed below. ***Students should be aware that changes in the number of credit hours for which a student is registered may impact the student's status as full- or part-time, tuition and fees charges, financial aid eligibility including satisfactory academic progress, eligibility for on-campus housing, and the timeline for degree completion.*** All students should consult with the appropriate offices to determine the effect of a change in credit hour registration.

Procedures and timelines for adding/dropping/withdrawing from a course vary between campus programs according to the nature of the delivery format of the campus program as indicated below:

Adding/Dropping a Course

Traditional Academic Program Add/Drop Period (See Academic Calendar for specific dates)

Adding a course: During the registration period and extending through the first week of each semester, traditional program students may add a course if space is available. Students should meet with their academic advisor to discuss their course registration plans and academic progress. Registration for courses is then conducted by the student online through the MyLynx student self-service portal and subject to approval of the academic advisor. No course may be added after the Registration Period ends on the published date.

Dropping a course: During the first two weeks of each semester, traditional program students may drop from a course without academic record. To drop a course, a student must take action via the MyLynx student portal to drop themselves from the course. Until the official Drop process is completed through the MyLynx portal, the student remains enrolled in the class.

Accelerated (ABE) Program Add/Drop Period (5-week and 8-week Formats)

Adding a course: An ABE student may add a course if space is available *prior to the first week of the session/sub-term* in which the course is scheduled. Registration for the course is conducted by the student online through the MyLynx student self-service portal and subject to approval of the academic advisor. Under certain circumstances, a student may be allowed to add a course after the session/sub-term begins, but no course may be added after the first class meeting has begun. To add a course after the registration period, *but before the first class meeting*, students must contact their academic advisor to complete a registration form to be filed with the Office of the Registrar indicating the course addition.

Dropping a course: An ABE student may drop a course without academic record until the end of the first week of the course. To drop a course, a student must take action via the MyLynx student portal to drop themselves from the course. Until the official Drop process is completed through the MyLynx portal, the student remains enrolled in the class.

Course Withdrawals (Withdrawing from a Course)

Traditional Academic Program Course Withdrawal (See Academic Calendar for specific dates)

To withdraw from a traditional program, course after the end of the Add/Drop Period, a student must meet with his or her academic advisor who will assist the student in completing an official withdrawal form which must be signed by both the student and the academic advisor. Until the official withdrawal process is complete, the student remains enrolled in the class.

A grade of “W” will be recorded when the withdrawal is processed prior to the posted deadline in the traditional program Academic Calendar. After that date, a grade of “WF” is recorded when a student is doing “D” or “F” work; a grade of “W” is recorded when the student is doing work of “C” or better. All withdrawals should be processed prior to the last two weeks of the semester. No students will be allowed to withdraw after that point unless approved by the Vice President for Academic Affairs.

Accelerated (ABE) Program Course Withdrawal

To withdraw from a course after the end of the first week of the course, an ABE student must contact their academic advisor who will assist the student in completing an official withdrawal on the registration form which must be signed or be accompanied by the student’s written request to be withdrawn from the course. Until the official withdrawal process is complete, the student remains enrolled in the class.

If the withdrawal is processed prior to the end of week three (3) of a five week course or week six (6) of an eight-week course, a grade of “W” will be recorded on the student’s official record (see the Academic Calendar earlier in this catalog for session start-end dates). After the start of week (4) of a five week course or week seven (7) of an eight-week course, a grade of “WF” will be recorded if the student is doing D or F work at the time of the withdrawal; a grade of W will be recorded only when the student is doing C or better when the withdrawal is processed after the start of week four.

ABE students should be aware of how a withdrawal may affect tuition charges, financial aid eligibility, satisfactory academic progress, and their Plan of Study completion timeline.

Withdrawal From the College

All students planning to leave Lincoln College for any reason are required to complete the necessary paperwork available from their academic advisor and the Office of the Registrar. All students must withdraw from all courses *in writing*. **All students who do not complete the official paperwork for withdrawal from the College remain enrolled with the College.**

Traditional Academic Program Withdrawal from the College

Traditional Program students planning to leave Lincoln College for any reason are required to complete the necessary paperwork available from their academic advisor. If students withdraw from the College between the beginning date of the semester but prior to the tenth (10th) day of the term, no transcript marks will be recorded. If students withdraw on the tenth (10th) day of the term yet prior to the posted deadline, they receive a “W” for each course. Grades for students who withdraw after the posted deadline will be treated as outlined under “Withdrawing from a Course.” Deadline dates can be found at <https://registrar.lincolncollege.edu/wp-content/uploads/sites/6/2020/03/2020-2021-Combined-Calendar.pdf>,

Accelerated (ABE) Program Withdrawal from the College (5-week and 8-week Formats)

ABE students planning to leave Lincoln College for any reason are required to complete the necessary paperwork available from their academic advisor. If ABE students withdraw from the College between the beginning of the session/sub-term and the end of the first week of the session/sub-term, no transcript mark will be recorded for the withdrawn course(s). If ABE students withdraw after the start of the second week but before the end of the third week of the session/sub-term, they receive a “W” for

each course. Grades for students who withdraw after week three (3) of the session/sub-term will be treated as outlined under “Course Additions/Withdrawals” above. ABE students must withdraw from all courses *in writing* (by completing an official withdrawal form) with an academic advisor. *Students who do not complete the official paperwork for withdrawal from the College remain enrolled with the College.*

Administrative Withdrawal

Students may be administratively withdrawn from a course or their entire semester schedule for a variety of reasons. Administrative withdrawal from a course or all courses may occur as the result of violations of College policy or lack of attendance in classes as described in the Attendance policy outlined below.

Medical Withdrawals

A medical withdrawal is appropriate when, by recommendation of a licensed health care provider, a student cannot continue enrollment in all of his/her courses because of a serious physical and/or psychological condition. In extraordinary situations, where it can be clearly demonstrated that an incomplete or failing grade in the class at the time of withdrawal is directly related to the severe medical or mental condition, a student may request a withdrawal without grade penalty. The request for withdrawal from all courses without grade penalty must be approved by the Vice President for Academic Affairs.

Required documentation from the student:

1. **A signed letter from the student** requesting a medical withdrawal that outlines the medical condition, the ways the condition has interfered with the student’s ability to be successful as a student and steps already taken or intended for addressing the condition.
2. **A letter, signed and dated on letterhead, from a licensed MD, DO, or Licensed Clinical Psychologist** that must include a detailed diagnosis of the medical issue, including diagnosis code and the dates that the student will be out of school *due to the medical condition*. The letter should also include:
 - A statement recommending that the student withdraws from all classes.
 - Anticipated duration of the medical issue (i.e., when the student is expected to be able to return to his/her studies).

The College may request additional information which may include:

- Clarification letter from the licensed health care provider.
 - Request from the student to allow the Office of Academic Affairs to contact the student’s health care provider to consult on the student’s health matter. Student must complete the form allowing access to necessary information, available in the Office of Academic Affairs.
3. **Completed and signed LC Withdrawal from the College form.**

Upon receipt of the required paperwork listed above, the request will be reviewed by the Vice President for Academic Affairs. Medical withdrawals can be approved for all classes after the semester has ended. In such cases, W grades will remain on the student’s transcript.

Financial Aid and Medical Withdrawal: Regulations regarding the repayment of financial aid funds may mean students who withdraw might owe a repayment of the funds they received, even if approved for a hardship of medical withdrawal. This repayment is above and beyond the amount that is refunded in tuition and fees. The amount owed is based on the last date the student attended class. If you have

attended at least 60% of the semester, you are not likely to owe a repayment. Refunds, however, will not be approved if the request is being submitted more than two months after the semester has ended.

Financial aid students, international students, veterans, and other students who are participating in special aid or support programs should check with the Financial Aid Office advisor to determine if withdrawing from classes will result in possible eligibility issues.

Medical Withdrawal from a single course: Withdrawal from a single course due to a medical condition follows a different policy and procedure. Please refer to the Office of Disability Services for your campus program and location for more information.

Special Course Enrollments

Independent Study Courses

Independent Study allows students to pursue a planned course of highly individualized study, as opposed to learning in a classroom format, with periodic checks by a supervising instructor to monitor student progress. To be successful in Independent Study, students must be highly motivated and well organized. At the end of the semester, the supervising instructor will issue a grade determined by the quality and scholarship of the student's work.

- Students may receive credit for only one Independent Study project each semester,
- Independent Study credits are applied only to the elective requirement for any degree.
- Independent Study projects may not duplicate any course already offered by the College.
- An Independent Study may be designed as either a one- or two-credit course, depending on the project, but will not be approved for more than two credit hours.

Students who wish to pursue an Independent Study must complete an *Independent Study Proposal Form* with their instructor. Forms are available in the Office of Academic Affairs or the Office of the Registrar. The Independent Study proposal must be approved by the appropriate instructor, the appropriate Division Chair, and the Dean of Faculty and Instruction. Copies of the approved *Independent Study proposal* are filed with the student's academic advisor, the Dean of Faculty and Instruction, and the Office of the Registrar. This procedure must be completed prior to registration for the Independent Study and before work on the Independent Study begins. Any Independent Study must be officially approved and filed prior to the seventh week of the semester. ***Any Independent Study in the Accelerated (ABE) program must be officially approved and filed prior to the start of any session (sub-term).***

Course numbers used for Independent Study include the department prefix and the numbers 176, 177, 276, 277, 376, and 377, which indicate the level of the course, e.g., ENG 176.

Arranged Basis Enrollment Courses

Arranged Basis Enrollment applies to courses listed in the Lincoln College catalog but not offered during a specific term or to courses offered at a time which conflicts with another required course. Students who wish to enroll in a course on an arranged basis must submit a *Request for Arranged Basis Enrollment* to the instructor. If willing, the instructor will then submit a course syllabus and the signed request form for approval by the appropriate Division Chair or Lead Faculty member. The request must then be approved by the Vice President for Academic Affairs. Approval will be based on the student's academic record and need for the requested course. Arranged Basis Enrollment must be completed within the set enrollment period of the specific term/session.

No more than two required courses in a program may be taken on an arranged basis. The student is responsible for completing all course requirements included in the regular course syllabus.

Class Attendance Policy

Due to its direct correlation with learning and academic success, attendance at classes is expected of all Lincoln College students. Attendance policies for each campus program vary according to the policies outlined below.

Attendance Policy for Traditional Programs (Lincoln campus)

Due to its direct correlation with the learning process and academic success, class attendance is required of all Lincoln College students. Students whose number of absences is more than twice the number of class meetings per week may be assigned a grade of "F" in the course at the instructor's discretion. Students whose number of absences is less than twice the number of class meetings per week may be penalized at the instructor's discretion. An instructor may consider tardiness to be equivalent to absence or partial absence in calculating hours of absences. The attendance policy for each class will be stated on the course syllabus.

It is the student's responsibility to inform instructors in advance of scheduled absences and to make arrangements to complete missed classroom work in compliance with the policy defined on the course syllabus.

Attendance Policy for Accelerated (ABE) Programs

Due to its direct correlation with academic success, class attendance is required in the ABE Program. Individual ABE faculty members may impose additional attendance expectations within the bounds of the ABE Program attendance policy.

Students are required to be on time and in attendance for the entire face-to-face class period. Absences in excess of 20% of class meetings in the ABE delivery format (5-week and 8-week) may cause a student to be ineligible to complete the final examination or final project in that course depending on the faculty member's policy. Students who miss a class or part(s) of any class may have their grade reduced at the discretion of the instructor.

Administrative Withdrawal due to Attendance: ABE faculty members *may* request*, in writing, that the Executive Director of the Accelerated Bridge to Education administratively withdraw an ABE student who has missed 2 class periods in an ABE session/sub-term from the course. Students who are administratively withdrawn from an ABE course due to attendance will forfeit any tuition for the class to the College according to the ABE tuition credit/refund policy outlined earlier in this catalog and a grade of W or WF will be recorded on the official transcript according to the date the administrative withdrawal occurred (based on the Course Withdrawal Policy indicated earlier in this catalog).

* **NOTE:** Students are only administratively withdrawn due to lack of attendance if the instructor requests that the student be withdrawn after the student has been absent from at least two (2) ABE classes. *ABE Students are NOT automatically withdrawn after exceeding the class absence requirements and should not assume that they have been withdrawn from the course until notified of the withdrawal.*

ABE Class Participation Policy

One of the tenets of an intensive, accelerated course design is the importance of an interactive, experience-sharing classroom environment. ABE students will be expected to participate in class discussions and be engaged in class-based activities/projects. Part of the student's grade in each class will be based on participation/interaction as determined by the faculty member according to the

published syllabus for the course. Students should expect a minimum of 15-20 hours per week outside of class time for studying, homework assignments, online interaction, and/or group projects.

Visitors to a Class (All campus programs)

Visitors to a Class (All campus programs): Visitors, regardless of age, to a class session of any course must receive advanced written permission from the faculty member teaching the course to attend that particular class session.

Additionally, visitors whose presence distracts from the learning and/or working environment of the College may be asked to leave regardless of prior permission.

Lincoln College prohibits children from being left unsupervised on College property or associated site locations.

Dual Credit Enrollment

Dual credit courses are an excellent way for college-bound high school students to get a head start on their college careers.

Definition of Dual Credit

Dual credit courses are college courses taken by high school students while still enrolled in their high school. The student receives academic credit from Lincoln College and their native high school. These courses are Lincoln College courses and, therefore, carry the same description, content, prerequisites, learning outcomes, and other requirements as other corresponding Lincoln College courses. Students must meet all dual credit admissions criteria and follow the stated dual credit enrollment procedures indicated below. Upon completion of a dual credit course, the earned grades will be recorded on the student's Lincoln College transcript. Most courses may be transferable to other institutions of higher education. The student, however, is strongly encouraged to confirm transferability with the receiving institution.

Dual Credit Program Delivery

Courses may be taught at times and locations (e.g., the high school, the college, or online) as determined by the high school and Lincoln College.

Dual Credit Cost

For the 2020-2021 academic year, Lincoln College tuition for dual credit courses is \$140.00 per credit hour. Payment for dual credit courses is made directly to Lincoln College. Registration for another semester will not be permitted until a student has fully paid all charges for the preceding semester. No transcript of academic record or diploma will be issued to a student who has not discharged all financial obligations to the college.

Dual Credit Student Eligibility

High School GPA and Accuplacer placement score

Students accepted for enrollment in the LC dual credit program must have the appropriate academic background and should have sufficient time to devote to their college courses. Participating students are typically seniors in high school with a strong academic history.

Academic guidelines are listed below. High school students select courses in consultation with the high school counselor or principal.

Seniors should have an earned GPA of 3.0 on a 4.0 scale.
Juniors should have an earned GPA of 3.5 on a 4.0 scale.

Additionally, students who wish to enroll in any math course, may be required to take the Accuplacer placement test prior to acceptance to Lincoln College. In order for students to continue taking dual credit courses, students must meet the academic progress standards listed in the Lincoln College Catalog.

Dual Credit Registration and Enrollment

Dual credit students register for courses at the high school by following these steps:

1. Complete an application for admission to Lincoln College.
2. Complete any required assessment tests.
3. Pay tuition and fees directly to Lincoln College.

Course work will be recorded on each student's Lincoln College academic transcript.

Student enrollment in dual credit courses cannot exceed 11 credit hours per semester unless prior written approval is received from the high school guidance counselor AND the Vice President for Academic Affairs at Lincoln College.

Withdrawing from Dual Credit Courses

It is the student's responsibility to officially withdraw, in writing, from a course. A dual credit student wishing to withdraw should contact the high school counselor for assistance in completing the withdrawal process. Students should understand that withdrawal may result in future loss of financial aid.

A grade of "W" will be recorded when a withdrawal is processed prior to the date for withdrawing without penalty. After that date, which is published on the Lincoln College website, a grade of "WF" is recorded when a student is doing "D" or "F" work; a grade of "W" is recorded when the student is doing "C" work or better.

Financial Aid & Academic Progress in Dual Credit

Dual credit courses are recorded on a student's transcript and are, therefore, considered in future financial aid eligibility. Accordingly, students must be mindful of the financial aid consequences of taking college courses. Students must meet three satisfactory academic progress requirements to continue financial aid at Lincoln College or elsewhere.

1. Minimum hours earned: Students must pass at least 67% of all credit hours attempted.
2. Grade point average: A student is determined to be making Satisfactory Academic Progress (SAP) when the student meets the Academic Standing requirements stated by the Office of Academic Affairs in the Lincoln College Catalog. Students placed on Academic Suspension will also be placed on Financial Aid SAP Suspension.
3. Maximum time frame: Students are allowed a maximum of 150% of a program's length to complete a degree. Included in the number of credit hours attempted are dual credit courses,

transfer hours (accepted from another institution), withdrawals, incompletes, repeated courses, and grades of "F".

Repeating a Dual Credit Course

If a student elects to repeat a course, the last grade received will be used in computing the cumulative grade point average. However, all grades received will be recorded on the permanent record, and other institutions may include all grades in evaluating the student's academic record.

Dual Credit Student Access to Lincoln College

Dual credit students have access to Lincoln College resources. These resources include the McKinstry Memorial Library and its services, tutoring services through the Academic Success Center and student activities sponsored by the Office of Student Life. Upon enrolling in the dual credit program, students will be issued a Lincoln College ID card that provides access to College resources and activities.

ACADEMIC OFFERINGS at LINCOLN COLLEGE

Baccalaureate Degree Programs

Bachelor of Arts

- Community and Human Services (Traditional Program Only)
- Liberal Arts
- Jazz Studies (Traditional Program Only)
- Law (Traditional Program Only)
- Organizational Leadership
- Radio, Television, and New Media (Traditional Program Only)
- Theatre (Traditional Program Only)
- Liberal Arts Minors
 - Diversity Studies
 - English Studies
 - Media Studies
 - Organizational Leadership
 - Psychology
 - Theatre
 - Vocal Arts (Traditional Program Only)

Bachelor of Science

- Conservation Biology (Traditional Program Only)
- Criminal Justice
 - Criminal Justice Minor
- Exercise Science (Traditional Program Only)
- Health Services Administration (Accelerated Program Only)
- Sport Management (Traditional Program Only)
 - Sport Management Minor (Traditional Program Only)

Bachelor of Music

- Vocal Performance (Traditional Program Only)

Bachelor of Business Administration

- Business Management
- Supply Chain and Logistics Management (Accelerated Program Only)
- Business Management Minors
 - Accounting (Accelerated Only)
 - Business Management
 - Entrepreneurship

Bachelor of Applied Management

- Entrepreneurship (Accelerated Program Only)

Bachelor of Applied Science

- Organizational Leadership (Accelerated Program Only)

Bachelor of General Studies (Accelerated Program Only)

Associate Degree Programs

Associate of Arts

- General Studies (Traditional Program Only)

Associate of Science

- General Studies (Traditional Program Only)
- Pre-Nursing (Traditional Program Only)

Articulation and Partnership Agreements

At the time of publication of this catalog, Lincoln College has formal articulation agreements and partnerships for academic program transfer with the following institutions of higher education. The formal agreements are located in the Office of the Registrar. Students should consult with their academic advisor regarding transfer of articulated coursework into their chosen programs.

Transfer Agreements into Lincoln College Bachelor Degrees: Carl Sandburg College, Heartland Community College, Illinois Central College (Accelerated Site Location), Illinois Valley Community College (Accelerated Site Location), Lake Land College (Radio, Television, and New Media), Lincoln Land Community College, Moraine Valley Community College (Theatre)

Transfer Agreements from Lincoln College Associate Degrees to other Institutions: University of Illinois College of ACES (Agriculture), St. Francis University (Nursing)

Dual-Enrollment Agreements: Lincoln Christian University

Choosing a Degree/Major

The Academic Catalog and all curriculum found therein is applicable beginning in the fall (August 1) of the academic year for which it is published in all divisions of the College. Students who first enroll in courses at Lincoln College between August 1 and July 31 of any academic year are subject to the curricular requirements of the catalog year for which they enrolled.

Declaration of Degree and/or Major

Students officially declare their degree or major upon registration for courses. Students declare their major and/or degree program on the Course Registration Form completed with their academic advisor. The Office of the Registrar places the student on the appropriate degree and/or major audit using the Registration Form.

Change of Degree/Major

Students who wish to change their major and/or degree at Lincoln College should consult with an academic advisor to determine any changes in curricular requirements. The change of major and/or degree may result in the student having additional requirements to complete.

Students who change their major and/or degree in any campus program (Traditional or Accelerated (ABE) Program) are subject to all curricular requirements and admissions requirements of the new major and/or degree under the catalog year for which they first enrolled in their new major/degree. Course prerequisites and corequisites applicable under the current catalog shall apply to the enforcement of all course enrollments regardless of student catalog year.

Campus Program Change to change degree/major

Students may apply for transfer from one campus program (Traditional Academic Programs and ABE programs) to another campus program of Lincoln College in order to change their degree/major but should only do so after consulting an academic advisor. Changing campus programs/formats may result in additional coursework and different major requirements.

Students applying to change campus programs must meet all admission requirements of the campus program to which they are transferring as indicated by the admissions requirements detailed in this catalog (see Program to Program Transfer Admissions in the Admissions section of this catalog). Because the campus programs/format sometimes offer different courses on their course rotation, students who are accepted into the new campus program/format will begin under the appropriate and current curriculum in the catalog at the time of transfer.

Choice of Catalog

Students may opt to move to the most recent catalog curricular requirements by declaring on the Registration Form (completed with an academic advisor and filed with the Registrar) the change to the most recent catalog. All students should consult with an academic advisor concerning curricular changes resulting from such a move. Students may not move to an earlier catalog curriculum except through academic petition (see procedure for academic petition earlier in this catalog).

Assessment of Student Learning

Lincoln College's Philosophy of Assessment

Lincoln College is committed to assessment as a means to improve student learning and institutional effectiveness. This commitment is demonstrated through faculty involvement in academic assessment and the integration of Student Affairs staff and faculty in the assessment of co-curricular and non-academic programs. In this manner, the College fosters a culture of assessment of student learning throughout the College community to improve student learning and success and to measure the institution's effectiveness in achieving its mission.

Lincoln College strives for transparency with all interested constituents in the assessment process by:

1. Encouraging critical reflection and self-examination of all aspects of campus operations;
2. Providing information on learning outcomes and goal achievement to decision-makers and interested constituents of the College community; and
3. Promoting regular review of curricula, programs, and student learning resulting from assessment data.

Institutional Student Learning Outcomes

All students who graduate with a Lincoln College degree develop five embedded skills and/or characteristics which are necessary to succeed after their graduation from Lincoln College. These five embedded skills and/or characteristics were developed by faculty members representing all academic disciplines. The Institutional Learning Outcomes are:

Upon graduation from Lincoln College, students are able to:

1. Effectively communicate in oral and written forms. (Communication Skills)
2. Produce solutions to problems using critical reasoning. (Analytical Skills)
3. Critique and evaluate diverse perspectives/ideas. (Appreciate Diversity)
4. Articulate core values in making ethical choices. (Ethical Decision-Making)
5. Recognize one's accountability to a larger community. (Responsible Citizenship)

Lincoln College General Education

General Education Purpose Statement

The Lincoln College general education core curriculum requirements are central to the mission of Lincoln College. The requirements are designed to provide an enlightening, interrelated program that ensures a wide range of diversified knowledge and promotes lifelong intellectual inquiry. Thus, Lincoln College's General Education curriculum is designed to provide a common foundation of undergraduate study regardless of the student's particular area of specialization. All degree/major learning outcomes are specifically aligned to the overall General Education Learning Outcomes (GELOs) to ensure that Lincoln College students, regardless of program of study, gain an understanding and appreciation of diverse cultures and recognize the importance of social and cultural values necessary to responsible state and local, national, and global citizenship while advancing their analytical and communicative skills.

Lincoln College's General Education Learning Outcomes (GELOs)

The Lincoln College General Education Learning Outcomes (GELOs) introduce students to those hallmarks of undergraduate education typically associated with being a well-rounded, college-educated individual. To this end, the General Education curriculum imparts a breadth of knowledge by exploring ways of knowing in various academic disciplines through examination of civic, social, cultural, and scientific issues as defined by the Lincoln College GELOs.

Specifically, General Education coursework at Lincoln College will prepare students to:

- I. Effectively communicate in oral and written forms. **(GELO I: COMMUNICATION SKILLS)**
- II. Produce solutions to problems using critical reasoning. **(GELO II: ANALYTICAL SKILLS)**
- III. Critique and evaluate diverse perspectives/ideas. **(GELO III: APPRECIATE DIVERSITY)**
- IV. Articulate core values in making ethical choices. **(GELO IV: ETHICAL DECISION-MAKING)**
- V. Recognize one's accountability to a larger community. **(GELO V: RESPONSIBLE CITIZENSHIP)**

Lincoln College's General Education Curriculum (GELOs)

Students typically enroll in most general education courses during their freshman and sophomore years though they may complete the requirements of the GELO curriculum at any point before they graduate. General Education curricular decisions and requirements are overseen by the Lincoln College Academic Committee and the Academic Division Chairs.

Course requirements are distributed through the five GELOs: Communication Skills, Analytical Skills (including mathematics, life science, and physical science), Appreciate Diversity, Ethical-Decision Making, and Responsible Citizenship. Students must enroll in at least two levels of courses from each GELO grouping: a Level One course which introduces the learning outcome and a Level Two course which reinforces the learning outcome as indicated in the specific general education curriculum requirements listed below:

Lincoln College General Education Curriculum Requirements (40-42 credit hours):

Oral Communication Skills (GELO I): (6 credits)

Each of the following courses:

Level 1: CMN 101

Level 2: CMN 260 (Prerequisite: CMN 101)

Written Communication Skills (GELO I): (6 credits)

Each of the following courses:

Level 1: ENG 101 (Prerequisite: "C" or better in ENG 099 or placement)

Level 2: ENG 102 (Prerequisite: "C" or better in ENG 101)

Analytical Skills (GELO II) (13-16 credits):

One course from each of the following Level 1 groups:

Level 1, Group A*: Mathematics: One of the following courses: MAT 105, MAT 110, or MAT 119

(NOTE: The prerequisite for MAT 105 and MAT 110 is a "C" or better in MAT 093 or MAT 095 or placement. The prerequisite for MAT 119 is a "C" or better in MAT 095)

** Students who immediately place into a higher level math (MAT 120, 125, 130, 231, 232) may count that math course as Level 1, Group A and then select another Analytical Skills, Level 2 from the list of courses under that requirement)*

Level 1, Group B: Life Science: One of the following courses: BIO 101, BIO 102 (w/lab), BIO 103 (w/lab), BIO 106 (w/lab), or BIO 120 (w/lab)

Level 1, Group C: Physical Science: One of the following courses: GEO 101, GEO 102 (w/lab), GEL 101 (w/lab), GEL 102, CHM 101 (w/lab) (Prerequisite: MAT 095 or college-level math placement), CHM 140 (w/lab) (Corequisite: MAT 119 or higher level math placement)

(NOTE: One of the science courses (either group B or group C) MUST include a lab)

Level 2: One of the following courses:

BIO 107 (Prerequisite: BIO 120), BIO 121, BIO 208 (Prerequisite: "C" or better in BIO 102 and CHM 101 or CHM 140), BIO 301 (Prerequisite: BIO course), CHM 141 (Prerequisite: CHM 140), CRT 301 (Prerequisite: Junior standing), ECO 107 (Prerequisite: MAT 095 or college-level math placement), ECO 108 (Prerequisite: MAT 095 or college-level math placement), ENG 105 (Corequisite: ENG 101), ENG 201 (Corequisite: ENG 101), ENG 202 (Corequisite: ENG 101), ENG 207 (Corequisite: ENG 101), ENG 208 (Corequisite: ENG 101), MAT 120 (Prerequisite: MAT 119), MAT 123 (Prerequisite: MAT 119), MAT 125 (Prerequisite: MAT 119), MAT 130 (Prerequisite: MAT 125), MAT 231 (Prerequisite: MAT 130), PHL 105

Appreciate Diversity (GELO III): (6 credits)

Level 1: IDS 105 (*See note below for policies governing IDS 105 enrollment.)

Level 2: One of the following courses: ANT 302, ART 111, ENG 106 (Corequisite: ENG 101), ENG 109, ENG 229 (Prerequisite: "C" or better in ENG 101), HIS 129, HUM 106 (Corequisite: ENG 101), HUM 108 (Corequisite: ENG 101), HUM 144 (Corequisite: ENG 101), MUS 116, PSY 101, SOC 101, SOC 203, SOC 206, THE 105

Ethical Decision-making (GELO IV): (6 credits)

Level 1: One of the following courses: HUM 150 (Corequisite: ENG 101), PHL 103, REL 102

Level 2: One of the following courses: HIS 301, ORL 201, PHL 107, PHL 302, PSY 204 (Prerequisite: PSY 101)

Responsible Citizenship (GELO V): (3 credits)

Level 1: IDS 105* (credit hours counted above under GELO III requirements)

Level 2: One of the following courses: CJS 108, CJS 240, CMN 130, GEO 301, HIS 101, HIS 102, HIS 121, HIS 122, HIS 211, PHL 303, POS 101, POS 102, POS 201, SOC 202

*** IDS 105: Freshman Seminar**

Students entering Lincoln College with 0 - 15 credit hours are required to enroll in IDS 105 Freshman Seminar during their first semester at Lincoln College. Students entering Lincoln College with 15.1 - 45 credit hours are eligible to enroll in IDS 105, but are not required. When a student is eligible but not required to take IDS 105, it is considered waived as a general education requirement.

NOTE: IDS 105 may only be repeated one time. Students who are required to enroll in IDS 105 and who do not pass the course after the second attempt will be dismissed from Lincoln College.

NOTE: All new freshmen students may be required to take a placement test for Math and/or English. Students who place into the following courses must achieve a “C” or better in each course: ENG 099, MAT 091, and MAT 095. NOTE: ENG 099, MAT 091, and MAT 095 are not for college credit and may not transfer to other post-secondary institutions.

Meeting General Education Requirements (Options)

There are five ways to complete general education requirements at Lincoln College:

1. the Lincoln College General Education Core Curriculum,
2. Illinois Articulation Initiative General Education Core Curriculum (IAI GECC),
3. completion of an associate degree (A.A. or A.S.) from any regionally accredited post-secondary institution,
4. completion of specified associate of applied science (AAS) degrees from regionally accredited post-secondary institutions as indicated below, or
5. earning an applied bachelor degree through Lincoln College’s Associate of Applied Science Capstone program.

Each option affects only certain types of students and has different requirements as indicated below.

Option One: Lincoln College’s General Education Curriculum (GELOs)

The following categories of students ***must*** complete the Lincoln College General Education Curriculum requirements:

- New freshmen admitted with fewer than 15 hours of IAI transfer coursework declaring a bachelor degree at Lincoln College.
- Students who were admitted as beginning freshman at Lincoln College, were readmitted after an absence from the College and who have not completed an associate degree (A.A. or A.S) from a regionally accredited post-secondary institution and are not eligible for an earlier catalog.
- Transfer students who have not completed an associate degree (A.A. or A.S.) from a regionally accredited post-secondary institution and are not eligible for completion of the Illinois Articulation Initiative General Education Core Curriculum (IAI GECC).

Option Two: Illinois Articulation Initiative General Education Core Curriculum (IAI GECC)

Lincoln College participates in the Illinois Articulation Initiative (IAI). The IAI program is a statewide agreement between participating public colleges and universities and some private colleges and is designed to facilitate timely degree completion for students who transfer between institutions. More information about this system and participating institutions can be found at the following website

address: www.itransfer.org.

The following categories of students may elect to complete the IAI GECC to satisfy Lincoln College general education requirements:

- Freshmen admitted with 15 or more hours of IAI approved, transfer coursework.
- Transfer students who have not completed an associate degree (A.A. or A.S.) from a regionally accredited post-secondary institution and who have completed a minimum of 15 hours of IAI approved, transfer coursework.

Students who have completed the IAI GECC at a participating institution are considered to have met Lincoln College's general education requirement.

Illinois Articulation Initiative Course Requirements:

Regardless of a category placement, a student may count no more than two courses from a single discipline to fulfill the general education core curriculum requirements. Only one course assigned to an IAI course number may be used to fulfill a requirement. The Illinois Transferable General Education Core Curriculum structure consists of 12 to 13 courses (37 to 41 semester credits) distributed among five subject areas. Completion of IAI approved courses at any participating institution satisfies IAI GECC requirements in the following distribution:

The general requirements of the IAI GECC are as follows:

- Communication: 3 courses (9 credits)
- Humanities and Fine Arts: 3 courses (9 credits)
- Mathematics: 1 to 2 courses (3 to 6 credits)
- Physical and Life Sciences: 2 courses (7 to 8 credits)
- Social and Behavioral Sciences: 3 courses (9 credits)

Lincoln College courses approved for the IAI General Education Core are listed officially on the IAI website, ITransfer.org. The list of courses is provided for convenience only. Some courses may have been added or deleted since the publication of this catalog.

Option Three: Completion of an Associate Degree (A.A. or A.S.) from a Regionally Accredited Post-Secondary Institution:

The following categories of students may satisfy Lincoln College general education requirements through an associate degree:

- Students who transfer to Lincoln College with an earned associate degree (A.A. or A.S.) from a regionally accredited post-secondary institution are considered to have completed General Education requirements, including all ABE students.
- Lincoln College students and transfer students who complete the requirements of a Lincoln College associate degree are considered to have completed Lincoln College General Education requirements.

Option Four: Completion of a Specified Associate of Applied Science Degree (A.A.S.) from a Regionally Accredited Post-Secondary Institution:

The following categories of students may satisfy Lincoln College general education requirements through an Associate of Applied Science Degree:

- Lincoln College will articulate the entire Associate of Applied Science in an *Allied Health Field* as satisfying general education requirements with the following conditions:
 1. The Associate of Applied Science degree in an Allied Health Field is satisfactorily completed at a regionally accredited college or university in which the program is also accredited by the recognized accrediting agency for that profession.
 2. In articulating the Associate of Applied Science degree, general education requirements will be met only when the four competency courses are completed with a grade of “C” or better. These competency courses are ENG 101, ENG 102, CMN 101, and MAT 105 or higher.
 3. The student is pursuing Lincoln College’s Bachelor of Science in Health Services Administration (accelerated format only).
- Lincoln College will articulate specified Associate of Applied Science degrees as satisfying general education requirements with those institutions with which the College has an Articulation Agreement. At the time of publication, Lincoln College has articulation agreements for associate of applied science degrees with Heartland Community College, Illinois Central College, Illinois Valley Community College, and Lincoln Land Community College. Students are advised to contact the Office of the Registrar for the specific agreements and articulated associate of applied science degrees currently accepted by Lincoln College as meeting general education requirements.

Option Five: Associate of Applied Science Capstone Degree Program (Accelerated (ABE) Program)

The following categories of students may satisfy Lincoln College general education requirements by earning an Applied Baccalaureate degree through Lincoln College (Bachelor of Applied Management or Bachelor of Applied Science):

- Students with an earned Associate of Applied Science in ANY field from a regionally accredited college or university who complete the requirements of the AAS Capstone Degree program at Lincoln College will have completed all general education requirements at the time of graduation.
- The Associate of Applied Science Capstone Degree program is designed to provide an educational bridge between lower-division and upper-division programming, develop students’ professional communication and quantitative skills, and hone students’ critical and creative abilities. Specifically, the curricula are designed to assist students with an earned AAS to achieve a baccalaureate degree by providing the required general education curriculum in the Junior and Senior years through upper-division general education courses. In this respect, students receive their specialized, “major” coursework through their Associate of Applied Science degree and the remainder of their general education requirements (social sciences, humanities, science, and critical reasoning) in upper-division coursework following transfer into the program. At the time of publication, two applied baccalaureate degrees are offered by Lincoln College in the accelerated delivery formats (ABE): a Bachelor of Applied Management in Entrepreneurship and a Bachelor of Applied Science in Organizational Leadership.

BACCALAUREATE DEGREE POLICIES

Mission of Baccalaureate Degree Programs

The Lincoln College Bachelor Degree Programs are built upon the College's overall mission. These programs offer each student structured and challenging curricula within a highly learner-centered educational experience. Through the Bachelor Degree Programs, Lincoln College is committed to:

- provide each student highly personalized attention throughout the entire educational experience.
- provide structured and challenging curricula, emphasizing communication skills, global awareness, analytical reasoning, and critical self-evaluation.
- provide each student with opportunities to synthesize learned material and apply it in occupational and professional contexts.
- provide each student the opportunity to learn via multiple pedagogies.
- engage in assessment practices which lead to future enhancement of the programs.

General Baccalaureate Degree Requirements

To earn any bachelor degree from Lincoln College, students must meet the following requirements:

- Meet Lincoln College general education requirements as detailed in the preceding section.
- Satisfy all curricular requirements for the student's specific major.
- Complete coursework with a minimum cumulative Lincoln College grade point average as specified by the specific major.
- Complete the residency requirement of credit hours at Lincoln College required by the student's major.
 - During the completion of their final thirty (30) credit hours in any bachelor degree curricular program requiring the final thirty (30) credit hours to be completed at Lincoln College, students are allowed to transfer up to six (6) credit hours taken from another institution provided the student has at least thirty (30) credit hours at Lincoln College.
- Complete a minimum total of 120 credit hours

Undeclared Major

An "Undeclared" major is not an official degree program; it is defined as an official status for a student who has not yet decided on a major course of study upon entry at Lincoln College, provided the student enters Lincoln College as a freshman. While "Undeclared," in conjunction with the student's advisor and the Office of Career Services, the student is encouraged and expected to explore different subject areas of interest. By the time the student earns 45 college-level credits, the student must declare a program of study.

If, as a freshman, a student who has declared a course of study wishes to change the course of study and is uncertain as to which course of study to pursue, the student may opt to change to an "Undeclared" major and will be held to the same aforementioned requirements.

Students who enter Lincoln College with more than 45 college-level credits must declare a major course of study upon entry at Lincoln College.

Double Major and Dual Degree

A student may pursue multiple majors within the same degree level by meeting all of the requirements of each major at the time of the conferral of their degree. Students seeking multiple majors must be within the same degree (for example, BS/BS, BA/BA, BBA/BBA).

A Dual Degree may be earned when a student completes the requirements of both degrees and majors and completes a minimum of 150 credit hours. Students must earn the dual degrees while continuously enrolled in both degrees, otherwise the student will be subject to the Second Bachelor Degree policy indicated below. Students who earn a double degree will receive two diplomas simultaneously. For example, a student pursuing a BBA in Business Management and a BS in Sport Management must complete the requirements of each degree and major while continuously enrolled and earning a minimum of 150 credit hours.

Students' financial aid may be impacted if they exceed 150 credit hours in pursuit of a Dual Degree.

Second Bachelor Degree

A student who has already received one bachelor degree from a regionally accredited college or university may complete a second bachelor degree at Lincoln College without duplicating general education courses. Students must complete all of the second degree's program requirements with a minimum of at least 30 hours of Lincoln College course work after earning their first degree. At least 24 of those 30 hours must be at the upper division level (courses numbered 300 or higher).

Students pursuing a second bachelor degree are not eligible for certain types of financial aid (including grants), but may be eligible for student loans. Students are encouraged to contact the Office of Financial Aid prior to enrollment in a second bachelor degree to determine their eligibility for student loans.

Baccalaureate Degree Programs

Bachelor of Arts in Community and Human Services

Offered Through: Division of Language, Humanities and Social Sciences

Formats Available: Traditional Program – Lincoln Campus

Purpose

The Bachelor of Arts in Community and Human Services is an interdisciplinary program preparing students for graduate study in social work or careers in service to others in individual and community settings. Students take courses in sociology, psychology, and community and human services to integrate knowledge and understanding of the socio-economic and cultural context through which community and human services are delivered to provide students with the cultural competence needed to deliver effective services. The program is designed to provide students with a strong foundation for pursuit of a Master of Social Work as it is designed around the standards established by the Council on Social Work Education so that students are well prepared to continue on in graduate study. Students are highly encouraged to choose a minor in either Criminal Justice or Diversity Studies in conjunction with the degree. In addition to a Junior year practicum, the program culminates in an internship with a human services agency to provide students with experience in applying theory into professional practice.

Bachelor of Arts in Community and Human Services Learning Outcomes

Upon successful completion of the Bachelor of Arts in Community and Human Services, the graduate will be able to:

- I. Effectively communicate (in oral and written forms) the benefits of diversity and difference to advocate for the social and economic well-being of individuals at all levels of community. **(GELO I and III)**
- II. Apply professional and ethical standards of conduct appropriate to human and community service functions. **(GELO IV and V)**
- III. Analyze the social and economic context which shapes human behavior in the social environment. **(GELO II and V)**
- IV. Produce recommended solutions to social and organizational problems through the critical use of qualitative and quantitative research data. **(GELO II and V)**
- V. Apply appropriate methods in a given context to design effective service to individuals and communities. **(GELO II and V)**
- VI. Utilize theoretical foundations and context as a basis for delivering effective human and community services. **(GELO V)**

Bachelor of Arts in Community and Human Services Degree Requirements:

- Successful completion of the Bachelor of Arts in Community and Human Services curriculum (74 hours)
 - **Behavioral Sciences Foundation Courses (15 hours - may be completed in general education) – “C” or better required**
SOC 203 **IAI S7.902** (Prerequisite: PSY 101); SOC 206; PSY 204 **IAI S8.900** (Prerequisite: PSY 101); PSY 207 (Prerequisite: PSY 101); PSY 208 **IAI S6.902** (Prerequisite: PSY 101)

- **Foreign Language Requirement (16 hours) - May be completed in general education or through appropriate articulation/demonstrated competency through AP, CLEP, or proficiency exam. (The department will accept other foreign languages to meet these requirements)** SPN 101; SPN 102; SPN 201; SPN 202
- **Mathematics (3 hours – may be completed in general education) – “C” or better required**
MAT 110 IAI M1.902 (Prerequisite: “C” or better in MAT 093 or MAT 095 or placement)
- **Community and Human Services Core Courses (33 hours) – “C” or better in each of the following and all prerequisites**
CHS 201; CHS 210 (Prerequisite: CHS 201); CHS 301 (Prerequisite: PSY 208)
CHS 305 (Prerequisite: SOC 206); CHS 325 (Corequisite: CHS 201);
CHS 330 (Corequisite: CHS 201); CHS 340 (Prerequisite: CHS 210; PSY 208)
CHS 350 (Prerequisite: CHS 330); CRT 353 (Prerequisite: “C” or better in MAT 110); CRT 401 (Prerequisite: CHS 210; CRT 353); CHS 410 (Prerequisite: CHS 305; CHS 325)
- **Applied Coursework (7 hours) – each requires Lead Faculty approval**
CHS 391 Human and Community Services Practicum (3) (Prerequisite: CHS 210; Junior standing; Lead Faculty Approval)
CHS 491 Internship (Prerequisite: CHS 391; CHS 340; Senior standing; Lead Faculty Approval)
- Complete a minimum of 120 credit hours
- Minimum of 30 credit hours at 300 level or above
- Final 30 hours completed at Lincoln College
- Final Lincoln College cumulative grade point average of 2.0 or above
- Complete Lincoln College general education requirements (may also be completed through AA or AS at Lincoln College or any regionally accredited institution)

Bachelor of Arts in Law

Offered Through: Division of Language, Humanities and Social Sciences

Formats Available: Traditional Program – Lincoln Campus

Purpose

The goal of the Bachelor of Arts in Law program is to prepare graduates to advance to law school or pursue other career opportunities requiring a solid foundation in law such as paralegals, legal administrative assistants, and legal interns. The program is designed to equip students with the skills necessary to be able to think critically, write competently and persuasively about legal issues, utilize current technology to perform legal research and associated tasks, conduct themselves ethically in their professional and personal lives, and analyze case law. The curriculum consists of core substantive law classes to prepare students for the rigorous legal research and writing they will encounter in the first two years of law school. The curriculum culminates with a Moot Court Trial in which students apply what they have learned.

Bachelor of Arts in Law Program Learning Outcomes:

Upon successful completion, students will be able to:

- I. Understand both substantive and procedural law. **(GELO II)**
- II. Engage in problem solving given applicable statutory law, case law, administrative law and regulations. **(GELO III)**
- III. Exercise proper professional and ethical responsibilities to clients and the legal system. **(GELO IV and GELO V)**
- IV. Conduct legal research to analyze legal issues. **(GELO II)**
- V. Demonstrate effective written and oral communication skills **(GELO I)**

Bachelor of Arts in Law Degree Requirements:

- Successful completion of the Bachelor of Arts in Law curriculum (63 hours)
 - **Foundation Courses (15 hours - may be completed in general education) – “C” or better required:**
CRT 301 (Prerequisite: Junior/Senior standing), HIS 101, PHL 105, POS 101, POS 102
 - **Core Courses (39 hours) – “C” or better required:**
LAW 101, LAW 105, LAW 202 (Prerequisite: ENG 102), LAW 205 (Prerequisite: LAW 105), LAW 210 (Prerequisite: LAW 105), LAW 300 (Prerequisite: LAW 202), LAW 346 (Prerequisite: LAW 202), LAW 350 (Prerequisite: LAW 346), POS 391 -or- POS 392 (Prerequisite: POS 101; Junior/Senior standing), LAW 403 (Prerequisite: LAW 205), LAW 406 (Prerequisite: LAW 350), LAW 456 (Prerequisite: Junior/Senior standing), LAW 495 (Prerequisite: Senior standing)
 - **Major Electives (9 hours):** Any 3 of the following courses; **“C” or better required:**
BUS 307 Business Law II (Prerequisite: Junior/Senior standing), CMN 348 Communication Law (Prerequisite: CMN 130), LAW 200 Law Office Technology, LAW 215 Environmental Law and Policy (Prerequisite: POS 101), LAW 302 Advanced Legal Research and Writing (Prerequisite: LAW 202), LAW 315 Entertainment Law (Prerequisite: LAW 101), LAW 320 Business Organization Law (Prerequisite: LAW 101), LAW 391 Law Clinic (Prerequisite: Junior/Senior standing; Lead Faculty Approval), LAW 474 Senior LSAT Preparation Seminar I (Prerequisite: CRT 301), LAW 480 Litigation Practice (Prerequisite: LAW 406), LAW 491 Legal Internship (Prerequisite: Senior standing; Lead Faculty Approval)
- Complete a minimum of 120 credit hours
- Minimum of 30 credit hours at 300 level or above
- Final 30 hours completed at Lincoln College
- Final Lincoln College cumulative grade point average of 2.0 or above

Bachelor of Arts in Liberal Arts

Offered Through: Division of Language, Humanities and Social Sciences

Formats Available: All

Purpose

The Bachelor of Arts in Liberal Arts degree is designed to provide students with a curriculum that is broad, flexible, and challenging, and to provide the means for degree recipients to be liberally educated and recognize the interrelatedness of knowledge. Students take courses from five core areas: Communications; Social Sciences; Humanities; Critical Reasoning and Analytic Methods; and Science, Technology, and the Environment. The program culminates in an experiential educational component via a Senior Capstone Seminar and either an independent research project or a 90-hour internship.

Bachelor of Arts in Liberal Arts Learning Outcomes

Upon completion of the Liberal Arts program, students are able to:

- I. Communicate effectively using critical reasoning skills. **(GELOs I & II)**
- II. Evaluate the effect of cultural artifacts on core values. **(GELOs III & IV)**
- III. Produce critical solutions to problems by applying patterns of human behavior. **(GELOs II & V)**
- IV. Apply a pluralistic approach to diverse perspectives. **(GELO III)**
- V. Respond adaptively to changing information and circumstances. **(GELO II)**
- VI. Synthesize ideas/perspectives in a manner which demonstrates the interrelatedness of knowledge. **(GELOs II, IV, & V)**
- VII. Evaluate research data to produce solutions to problems. **(GELO II)**

Bachelor of Arts in Liberal Arts Degree Requirements:

- Successful completion of the Liberal Arts Core Curriculum (45 hours)
 - **Communications (9 hours):** Any 3 of the following courses:
CMN 302, CMN 303 (Prerequisite: CMN 101), CMN 310, ENG 302 (Prerequisite: "C" or better in CMN 109), or CMN 260 (Prerequisite: CMN 101)
 - **Social Sciences (9 hours):** Any 3 of the following courses:
ECO 302, GEO 301, HIS 301, POS 301; POS 391 (Prerequisite: POS 101, Junior/Senior standing); POS 392 (Prerequisite: POS101, Junior/Senior standing); SOC 301, or SOC 306
 - **Humanities (9 hours):** Any 3 of the following courses:
ART 301 (Prerequisite: Junior/Senior standing), ENG 308, ENG 309, HUM 304, PHL 301, PHL 302, or PHL 303
 - **Science, Technology and the Environment (6 hours):** Any 2 of the following courses:
ANT 302, BIO 301 (Prerequisite: BIO 101/102, or BIO 106 or equivalent), or SOC 304
 - **Critical Reasoning and Analytic Methods (6 hours):** "C" or better required in both courses:
CRT 301 (Prerequisite: Junior/Senior standing) and CRT 353 (Prerequisite: "C" or better in MAT 110; Junior/Senior standing)
- **Senior Coursework (6 hours):** SIT 403 (must be taken in final semester) and **either** SIT 402 (Prerequisite: CRT 353 and Senior standing) **or** SIT 491 (Prerequisite: Senior standing)
- "C" or better required in SIT 403 (must be taken in final semester)
- Complete minimum total of 120 credit hours
- Last 30 credit hours must be completed at Lincoln College
- Minimum of 39 hours of upper division coursework (numbered 300 or above)
- Final Lincoln College cumulative grade point average of 2.00 or above
- 2.25 GPA for Liberal Arts Core Requirements (Major GPA)

Bachelor of Arts in Contemporary Jazz Studies

Offered Through: Division of Fine Arts and Communication

Formats Available: Traditional Program – Lincoln campus

Purpose

The Bachelor of Arts in Jazz Studies offers foundational coursework designed to help students perform and manage careers as contemporary jazz practitioners. Students will cultivate musicianship and music literacy while developing a repertoire of contemporary and historical improvised and written music for live performance. Jazz Studies students are required to study contemporary and creative perspectives of jazz in contexts that are visible, engaging, and socially relevant. The program equips students with fundamental jazz improvisation skills and historical and cultural knowledge of music composition, style, and performance. Students collaborate with complementary disciplines, including music technology, dance, and improvisation performance varieties to prepare students for successful 21st century music careers.

Bachelor of Arts in Contemporary Jazz Studies Program Learning Outcomes

Upon successful completion of the Bachelor of Arts in Jazz Studies, the graduate will be able to:

- I. Demonstrate strong individual distinctiveness as jazz improvisers, both solo and in a variety of performance settings. **(GELO IV)**
- II. Perform, with technical skill, complex and diverse jazz compositions. **(GELO III)**
- III. Effectively speak and write about jazz and other related music fields. **(GELO I)**
- IV. Apply professional leadership in various performance settings. **(GELO V)**
- V. Analyze historical and contemporary jazz composers and compositions from a theoretical perspective. **(GELO IV)**
- VI. Create an original repertoire of jazz composition by synthesizing marketplace trends and the performer's voice). **(GELO II)**

Bachelor of Arts in Contemporary Jazz Studies Degree Requirements

- Successful completion of the Bachelor of Arts in Jazz Studies in curriculum (66 hours)
 - **Music Foundation Courses (35 total hours):** Each of the following courses (may be completed at associate level): MUS 105, MUS 106, MUS 116, MUS 141, MUS 142 (Prerequisite: MUS 141), MUS 241 (Prerequisite: MUS 142), MUS 242 (Prerequisite: MUS 241), MUS 143, 144, 243, 244 AND
 - Performance Foundation Courses (12 hours):** Each of the following; by audition only:
 - MUS 138 Music Revue*
 - * In order to complete the baccalaureate degree in Contemporary Jazz Studies, students must successfully complete at least four semesters of MUS 138.
 - MUS 151 Jazz Combo*
 - * In order to complete the baccalaureate degree in Contemporary Jazz Studies, students must successfully complete at least four semesters of MUS 151
 - MUS 191 Applied Lessons*
 - * In order to complete the baccalaureate degree in Contemporary Jazz Studies, students must successfully complete at least four semesters of MUS 191.
 - **Contemporary Jazz Studies Core Courses (25 total hours):** Each of the following courses:
 - MUS 319, MUS 330, MUS 341, MUS 342 (Prerequisite: MUS 341), MUS 441 (Prerequisite: MUS 341), MUS 442 (Prerequisite: MUS 342), MUS 360, MUS 361 (Prerequisite: MUS 252), MUS 411; AND

- **Junior and Senior Coursework (6 hours):** Each of the following courses:
MUS 338 (Prerequisite: MUS 239, by audition only), MUS 351 (Prerequisite: MUS 252, by audition only), MUS 391, MUS 491
- Complete minimum total of 120 credit hours
- Note: an earned AFA will fulfill general education requirements for the Jazz Studies major
- Minimum of 30 credit hours at 300 level or above
- Final 30 credit hours completed at Lincoln College
- Final Lincoln College cumulative grade point average of 2.0 or above

Bachelor of Arts in Organizational Leadership

Offered Through: Division of Business Programs

Formats Available: All

Purpose

This 120 credit-hour bachelor degree offers a comprehensive, multi-faceted curriculum, preparing students to assume an advanced leadership role at the helm of organizations in their chosen field. The Bachelor of Arts degree in Organizational Leadership provides an interdisciplinary approach incorporating classes from the Bachelor of Arts in Liberal Arts, the Bachelor of Business Administration in Business Management, and Bachelor of Applied Science in Organizational Leadership in the study of leadership. The Bachelor of Arts in Organizational Leadership culminates in a capstone course in which students produce an advanced leadership philosophy which can be practically applied to organizational settings.

Bachelor of Arts in Organizational Leadership Learning Outcomes

Upon completion of the Bachelor of Arts in Organizational Leadership, successful students will be able to:

- I. Develop and articulate a personal leadership approach/philosophy applicable to leading an organization. **(GELO IV)**
- II. Effectively communicate in oral and written forms within organizational settings. **(GELO I)**
- III. Evaluate the ethical implications of leadership decisions and strategies in organizations. **(GELO IV)**
- IV. Analyze strategies and frameworks used by leaders to initiate change in organizations. **(GELO II)**
- V. Apply leadership theories to decision-making in organizations. **(GELO V)**
- VI. Analyze leadership within diverse organizational cultures within the institutional and global environment. **(GELO III)**

Bachelor of Arts in Organizational Leadership Degree Requirements

- Successful completion of the Bachelor of Arts in Organizational Leadership curriculum (60 hours)
 - **Lower Level Organizational Leadership Foundation Courses (15 hours):** Grade of “C” or better in each of the following (may be completed through general education): BUS 205 (Prerequisite: ENG 102), CMN 109, PSY 204 (Prerequisite: PSY 101), ORL 201, ORL 210
 - **Upper Level Organizational Leadership Foundation Courses (24 hours):** Each of the following courses:
BUS 314 (Corequisite: BUS 205), BUS 410, CMN 302, CRT 301 (Prerequisite: Junior/Senior standing), ENG 302 (Prerequisite: “C” or better in CMN 109), SOC 306, ORL 410
 - **Organizational Leadership Core Courses (21 hours):** Each of the following courses:
BUS 316 (Prerequisite: Junior/Senior standing), ORL 318 (Corequisite: BUS 205), ORL 412 (Prerequisite: BUS 318), CMN 310, ORL 315, ORL 401 (Corequisite: BUS 412), ORL 420
 - **Senior Capstone (3 hours):** ORL 495 (Prerequisite: ORL 401 and BUS 412)
- Complete a minimum of 120 credit hours
- Minimum of 36 credit hours at 300 level or above
- Final Lincoln College cumulative grade point average of 2.0 or above
- Final 30 hours completed at Lincoln College.

Bachelor of Arts in Radio, Television, and New Media

Offered Through: Division of Fine Arts & Communication

Formats Available: Traditional Program – Lincoln campus

Purpose

The Bachelor of Arts in Radio, Television, and New Media prepares students for careers in the radio, television, or digital media industries, either as on-air talent, in behind-the-scenes managerial or technical roles, or for an organizational role in media/public relations. This course of study provides students a convergent view of the media industry, while stressing both theoretical and applied concepts. The program culminates in a Senior Internship capstone course in which students demonstrate mastery of all areas of electronic media necessary to function in a current and future environment of media convergence.

Bachelor of Arts in Radio, Television and New Media Program Learning Outcomes

Upon successful completion of the Bachelor of Arts in Radio, Television and New Media, the graduate will be able to:

- I. Create professional level performance content for radio, television, and multimedia platforms. **(GELO I)**
- II. Communicate in a manner consistent with professional media standards. **(GELO I)**
- III. Analyze management and programming strategies for radio, television, and digital media. **(GELO II)**
- IV. Employ proficiency in modern media technology skills in radio, television, and digital media equipment by producing solutions to technical issues. **(GELO II)**
- V. Predict future convergent trends affecting the media landscape. **(GELO II)**
- VI. Critically evaluate the historical, cultural, and societal impacts of media on global, national, and local communities. **(GELOs III & V)**
- VII. Distinguish between the ethical ramifications and legal requirements inherent to radio, television, and digital media. **(GELOs IV & V)**

Bachelor of Arts in Radio, Television and New Media Degree Requirements

- Successful completion of the BA in Radio, Television & New Media curriculum (60 hours):
 - **Foundation Courses (18 hours):** Each of the following courses:
CMN 105, CMN 130, CMN 135, CMN 227(Prerequisite: CMN 105), CMN 247
(Prerequisite: CMN 105), BUS 242
 - **Radio, Television, & New Media Core Courses (30 hours):** Each of the following courses:
CMN 305 (Prerequisite: CMN 247), CMN 328 (Prerequisite: CMN 105), CMN 330
(Prerequisite: CMN 130), CMN 332 (Prerequisite: CMN 130), CMN 335 (Prerequisite:
CMN 130), CMN 348 (Prerequisite: CMN 130), CMN 427 (Prerequisite: CMN 227), CMN
447 (Prerequisite: CMN 247), CMN 448 (Prerequisite: CMN 447), CMN 490
(Prerequisite: CMN 330)
 - **Radio and Television Practicum (9 hours) *:** Each of the following courses:
CMN 191, CMN 194, CMN 291 (Prerequisite: Sophomore standing)

*Students are limited to a maximum of one Radio and one TV/Digital Media practicum per semester, up to a maximum of 8 Radio and 8 TV/Digital Media practicum credits while enrolled at Lincoln College. In order to complete the baccalaureate degree in Radio, Television, and New Media, students must successfully complete CMN 291 and at least three semesters each of both CMN 191 and CMN 194.
 - **Senior Coursework (3 hours):** CMN 491 (Prerequisite: Senior standing) –or– CMN 492
(Prerequisite: Lead Faculty Approval and Senior standing)
- Complete a minimum of 120 credit hours

- Minimum of 30 credit hours at 300 level or above
- Final Lincoln College cumulative grade point average of 2.0 or above
- Final 30 hours completed at Lincoln College.

Bachelor of Arts in Theatre

Offered Through: Division of Fine Arts and Communication

Formats Available: Traditional Program – Lincoln campus

Purpose

Lincoln College recognizes that Theatre is a temporal collaborative art form that requires, encourages, and solicits a broad range of talents and skill sets. Theatre's methodology is delicately balanced between a deep inheritance of tradition and a reliance on innovation and immediacy; a true theatre artist must realize the history of the form to effectively produce within as well as challenge and subvert the form. To this end, students will complete a program which encompasses the learning outcomes set forth below on their road to becoming a better artist, a better person, and a more valuable member of their community.

Bachelor of Arts in Theatre Program Learning Outcomes

Upon successful completion of the Bachelor of Arts in Theatre, the graduate will be able to:

- I. Possess a competency in multiple disciplines involved in the practice and production of theatre. (Practical Skills)
- II. Apply a thorough knowledge of the historical literature and practice of theatre to artistic creation. **(GELO II)**
- III. Analyze current and historical theories of theatre and their relationship to culture/ ethical behavior. **(GELO III, IV, V)**
- IV. Utilize collaborative problem-solving techniques to confront challenges in the creative process. **(GELO II, V)**
- V. Create constructive critical responses to varied theatrical phenomena. **(GELO I, II)**
- VI. Constantly generate and monitor a personal aesthetic which feeds the creative Being. **(GELO III, IV)**

Bachelor of Arts in Theatre Degree Requirements

- Successful completion of the Theatre Core Curriculum (67 hours)
 - **Theatre Foundation Courses (17 hours):** Each of the following courses:
THE 104, THE 108, THE 109, THE 111, THE 214 (Prerequisite: THE 111), THE 215, THE 216 (Prerequisite: THE 104 and THE 111)
 - **Theatre Core Courses (26 hours):** Each of the following courses (unless otherwise noted):
THE 114 (Prerequisite: THE 104), THE 212 (Prerequisite: THE 111), THE 322 (Prerequisite: THE 114, THE 212, and THE 216), THE 323 (Prerequisite: Junior/Senior standing or permission of Instructor), THE 324 (Prerequisite: Junior/Senior standing or permission of Instructor), THE 349 (Prerequisite: Junior/Senior standing or permission of Instructor), THE 355
 - **Practicum Courses (5 of the following):**
THE 208, THE 209, THE 308, THE 309, THE 408, THE 409
 - **Theatre Core Electives (12 hours):**
THE 313 (Prerequisite: THE 322), THE 312 (Prerequisite: THE 212), THE 314 (Prerequisite: THE 114), THE 345 (Prerequisite: THE 114), THE 348 (Prerequisite: THE 114), THE 471 (Prerequisite: THE 322), THE 491 (Prerequisite: permission of Instructor required)

- **Fine Arts Electives (9 hours):** Any three courses totaling 9 credit hours with an ART, DAN, MUS, and Philosophy, Media, Literature
- **Theatre Capstone (3 hours):** One of the following courses:
THE 492, THE 493, or THE 494 (permission of Instructor),
- Final 30 credit hours completed at Lincoln College
- Minimum of 37 credit hours of Upper Division courses (300/400 level)
- Final Lincoln College cumulative grade point average of 2.0 or above
- Complete minimum total of 120 credit hours (Note: an earned AFA will fulfill general education requirements for the Theatre major)

Minor in Diversity Studies

Formats Available: All

The Diversity Studies minor allows students to add an academic minor to their degree/major. The coursework for the Diversity Studies Minor emphasizes acquiring an understanding of diversity in a variety of forms including the ability to recognize trends in diversity, including external factors; articulate the need for a diverse workforce; and demonstrate experience/practice and understanding of diversity in the workforce.

Diversity Studies Minor Learning Outcomes

Upon completion of the Diversity Studies Minor, students are able to:

- I. Express an understanding of diversity in a variety of forms. **(GELOs I & III)**
- II. Discuss trends in diversity issues in the contemporary workplace. **(GELOs I & III)**
- III. Articulate the need for a diverse workforce. **(GELOs I, III, and V)**

Diversity Studies Minor Requirements:

- Complete a minimum total of 120 credit hours with an earned baccalaureate degree
- Successful completion of the Diversity Studies Minor Curriculum (21 hours)
 - **Diversity Core courses (12 hours):** Each of the following courses: CMN 310, PSY 204 (Prerequisite: PSY 101), SOC 206, IDS 491 (Prerequisite: Senior standing)
 - **Workplace Diversity (3 hours):** Any 1 of the following courses: BUS 316 (Prerequisite: Junior/Senior standing) or CJS 358 (Prerequisite: CJS 108)
 - **Diversity Electives (6 hours):** Any 2 of the following courses: BUS 313 (Prerequisite: Junior/Senior standing), CJS 362 (Prerequisite: CJS 108), BUS 316 (Prerequisite: Junior/Senior standing) or CJS 358 (Prerequisite: CJS 108) (if not chosen in Workplace Diversity requirements), ENG 309, GEO 301, ANT 302, POS 301, PHL 302, SOC 306, or CMN 260 (Prerequisite: CMN 101)

Minor in English Studies

Formats available: All

The course work for an English Studies minor emphasizes reading and writing skills. Students completing a minor in English Studies will acquire skills in critical thinking, analysis, interpretation and expression of insights in written discourse which supplements all majors.

Upon completion of the English Studies Minor, students are able to:

- I. Analyze texts using strategies appropriate to different literary genres **(GELO II & III)**
- II. Synthesize the relationships between culture, history, and texts **(GELO III & IV)**
- III. Interpret texts from various perspectives by using close readings, and support interpretation of text through textual evidence and informed by critical theory **(GELO II, III, & IV)**
- IV. Construct written work within the context of genres and critical theory **(GELO I)**

Minor in English Studies Requirements (24 hours)*

- Successfully complete each of the following with a grade of "C" or better:
- ENG 105, ENG 106 or 109, ENG 137, ENG 201 OR 202, ENG 207 OR 208, ENG 308, ENG 309, ENG 380 (*English 380 requires completion of 18 hours of literature coursework.)

(*Note: All English courses numbered 100-299 require a corequisite of ENG 101)

Minor in Media Studies

Formats Available: Traditional – Lincoln campus

The Media Studies minor provides a foundation for understanding the impacts and roles of mass communication in society. Courses focus on media history, law, advertising, social effects, cultural consequences, and the programming strategies and practices used by practitioners in television, radio, and digital platforms.

Media Studies Minor Learning Outcomes

Upon completion of the Media Studies Minor, students are able to:

- I. Analyze management and programming strategies for radio, television, and digital media. **(GELO II)**
- II. Predict future trends affecting a converged media landscape. **(GELO II)**
- III. Critically evaluate the historical, cultural, and societal impacts of media on global, national, and local communities. **(GELO III & V)**
- IV. Distinguish between the ethical ramifications and legal requirements inherent to radio, television, and digital media. **(GELO IV & V)**

Media Studies Minor Requirements

- Complete a minimum total of 120 credit hours with an earned baccalaureate degree
- Successful completion of the Media Studies Minor curriculum (21 hours)
CMN 130, BUS 242, CMN 330 (Prerequisite: CMN 130), CMN 332, CMN 335 (Prerequisite: CMN 130), CMN 348 (Prerequisite: CMN 130), CMN 490 (Prerequisite: CMN 330)

Minor in Organizational Leadership

Formats Available: All

The course work for an Organizational Leadership minor equips students from any background or area of study to become more effective organizational members, whether their chosen career takes them into business, non-profits, arts, science, service, sales or government. Students will possess strong leadership, communications, team building, and ethical decision-making skills, along with a greater understanding of organizational behavior.

Entrepreneurship Minor Learning Outcomes

Upon completion of the Entrepreneurship Minor, students are able to:

- I. Develop and articulate a personal leadership approach/philosophy applicable to leading an organization. **(GELO IV)**
- II. Effectively communicate in oral and written forms within organizational settings. **(GELO I)**
- III. Apply leadership theories to decision-making in organizations. **(GELO V)**
- IV. Analyze leadership within diverse organizational cultures within the institutional and global environment. **(GELO III)**

Organizational Leadership Minor Requirements

- Complete a minimum total of 120 credit hours with an earned baccalaureate degree.
- Successful completion of the Organizational Leadership Minor (21 credit-hours) with a “C” or better in each of the following courses:
BUS 205; ORL 201; ORL 210; ORL 318; ORL 412; ORL 401; ORL 410

Minor in Psychology

Formats Available: Traditional – Lincoln campus

The Psychology minor is available for students who are interested in the study of human behavior and the discipline of Psychological Science. It is designed to give students a broad background in Psychology while promoting critical thinking about the integration between biological, psychological, social, and developmental components in their understanding of human behavior. Students will gain an understanding of psychological theories and methodologies.

The Psychology minor pairs well with a variety of disciplines including business management, criminal justice, organizational leadership, and community and human services.

Psychology Minor Learning Outcomes

Upon completion of the Psychology Minor, students are able to:

- V. Apply the major concepts, findings, and theoretical perspectives of psychology. **(GELO II & IV)**
- VI. Demonstrate knowledge of individual and cultural differences, including their influences on beliefs, values, and interactions within a larger community. **(GELO III & V)**
- VII. Explain psychological concepts and trends. **(GELO I & III)**

Psychology Minor Requirements

- Complete a minimum total of 120 credit hours with an earned baccalaureate degree
- Successful completion of the Psychology Minor curriculum (24 hours) with a grade of “C” or better in each course:
PSY 101, PSY 204 (Prerequisite: PSY 101), PSY 207 (Prerequisite: PSY 101), PSY 208 (Prerequisite: PSY 101), PSY 213 (Prerequisite: PSY 101), PSY 305 (Prerequisite: PSY 208), PSY 315 (Prerequisite: PSY 204), CRT 353 (Prerequisite: “C” or better in MAT 110)

Minor in Theatre

Formats Available: Traditional – Lincoln campus

The Minor in at Theatre Lincoln College offers students a comprehensive overview of the study of theatre, including both academic (history and theory) and production (acting, design and technology) courses. The purpose is to expose undergraduate students to the field by reinforcing the integrated nature of theatre as a scholarly and aesthetic pursuit, as well as refining and reinforcing their skills in collaboration, creativity, and imaginative problem solving. Students are required to take a core of fourteen required hours in courses that prepare them academically to understand the theoretic and historical basis of the art. They then take a minimum of six hours of electives from the upper division theatre portfolio.

Theatre Minor Learning Outcomes

Upon completion of the Theatre Minor, students are able to:

- I. Communicate effectively about theatre. **(GELO I)**
- II. Produce critical analysis of theatre literature from a variety of theatrical perspectives. **(GELO III)**
- III. Produce constructive critical responses to theatrical phenomena. **(GELO III)**
- IV. Produce solutions to production-specific problems in varied theatrical styles. **(GELO II)**
- V. Employ competence in theatre creation and production
- VI. Constantly generate and monitor a personal aesthetic which feeds the creative Being. **(GELO III & IV)**

Theatre Minor Requirements

- Complete a minimum total of 120 credit hours with an earned baccalaureate degree
- Successful completion of the Theater Minor curriculum (24 hours) with a cumulative GPA of 2.5 as calculated based on courses designated THE:
 - **Theatre Foundation Courses:**
THE 104, THE 111, THE 108, THE 109, THE 208 or THE 209, THE 215, THE 216
(Prerequisite: THE 104 and THE 111), and THE 323 or THE 324
 - **Theatre Minor Electives:** Complete two of the following courses:
THE 114 (Prerequisite: THE 104), THE 212 (Prerequisite: THE 111), THE 322
(Prerequisite: THE 114, THE 212, and THE 216), THE 349, or THE 355

Minor in Vocal Arts

Formats Available: Traditional – Lincoln campus

The Minor in Vocal Arts allows the student with an interest in voice to pursue it seriously. The minor will be especially useful for fine arts students as a supplement to their major; actors are often expected to sing, and vocalists from the jazz program will have a solid foundation in voice. Jazz majors may also choose voice as their secondary instrument through this minor.

Vocal Arts Minor Learning Outcomes

Upon completion of the Vocal Arts Minor, students are able to:

- I. Exhibit technically sound vocal performance. **(GELO I)**
- II. Interpret a common body of Western musical literature and individual repertory by written and oral means. **(GELO I and III)**
- III. Demonstrate diction proficiency in singing in foreign languages (Italian, German, and French). **(GELO I)**

Vocal Arts Minor Requirements

- Complete a minimum total of 120 credit hours with an earned baccalaureate degree
- Successful completion of the Vocal Arts Minor curriculum (22 hours) including each of the following:
 - **Private Voice Courses (6 hours):** MUS 191 (May be repeated for credit)
 - **Lincoln College Chorale (4 hours):** (MUS 109, 110, 209, 210 – 1 credit each)
 - **Music Core Courses (12 hours):** MUS 141, MUS 142 (Prerequisite: MUS 141), MUS 143, MUS 144, MUS 362, MUS 363

Bachelor of Science in Conservation Biology

Offered Through: Division of Sciences, Mathematics, and Physical Education

Formats Available: Traditional Program – Lincoln Campus

Purpose

The Bachelor of Science in Conservation Biology is an interdisciplinary program, challenging students to utilize skills and knowledge from a variety of scientific fields in order to address complex environmental issues. The Conservation Biology major is grounded in natural science and mathematics. The curriculum is designed for students to engage in student-generated, on-going research projects throughout their enrollment utilizing Creekside: Lincoln College's Outdoor Center for Environmental Education. The student experience culminates in a Conservation Biology Internship allowing students to gain additional practical experience in the field. The program therefore prepares students for either employment in the field or for advanced study in graduate school.

Bachelor of Science in Conservation Biology Learning Outcomes:

Upon successful completion of the Bachelor of Science in Conservation Biology, the graduate will be able to:

- I. Summarize the ecological components of natural environments. **(GELO I)**
- II. Evaluate ethical implications of human impact on the environment. **(GELOs II, III, and IV)**
- III. Communicate complex environmental problems using multiple modes of communication to audiences with varying degrees of environmental knowledge. **(GELO I)**
- IV. Create solutions for complex environmental issues using a multidisciplinary approach in a team centered environment. **(GELO II and V)**
- V. Assess management solutions for the remediation/restoration of degraded environments.
- VI. Interpret environmental data from peer-reviewed experiments. **(GELO II)**

Bachelor Science in Conservation Biology Degree Requirements:

- Successful completion of the Bachelor of Science in Conservation Biology curriculum (77 hours)
 - **Foundation Courses (26 hours):** – “C” or better required in all of the following courses (may be completed in general education)
BIO 120 (Prerequisite: “C” or better in MAT 095 or placement); BIO 121 (Prerequisite: “C” or better in BIO 120); BIO 106 **IAI L1.905L**; CHM 140 **IAI P1.902L** (Prerequisite: “C” or better in MAT 095; Corequisite: MAT 119 or placement); CHM 141 (Prerequisite: “C” or better in CHM 141 and MAT 119); PHY 204 (Prerequisite: “C” or better in MAT 125 or higher-level math course)
 - **Mathematics (7 hours):** (may be completed in general education)
MAT 110 **IAI M1.902** (Prerequisite: “C” or better in MAT 093 or MAT 095 or placement); MAT 125 (Prerequisite: “C” or better in MAT 119 or placement)
 - **Core Courses (37 hours)** – “C” or better required in all of the following courses
CHM 240 (Prerequisite: CHM 141); BIO 205 (Prerequisite: “C” or better in BIO 120); BIO 300 (Prerequisite: BIO 106); BIO 305 (Prerequisite: BIO 205); GEL 305; BIO 310 (Prerequisite: BIO 300); CHM 315 (Prerequisite: CHM 141); CHM 300 (Prerequisite: “C” or better in CHM 240); BIO 370 (Prerequisite: BIO 205 and BIO 300); BIO 495 (Prerequisite: Senior standing, taken in the last semester of the program)

- **Major Electives (7-8 hours)** – select two (2) of the following courses; – “C” or better required: BIO 202 (Prerequisite: “C” or better in BIO 121); BIO 204 (Prerequisite: “C” or better in BIO 121); CHM 250 (Prerequisite: CHM 141 and MAT 110); PHY 208 (Prerequisite: PHY 204); BIO 403 (Prerequisite: BIO 310 and Senior standing); BIO 404 (Prerequisite: BIO 205 and MAT 110); CHM 241 (Prerequisite: CHM 240); BIO 491 (Prerequisite: Senior standing and permission of Lead Faculty)
- Complete a minimum of 120 credit hours
- Minimum of 30 credit hours at 300 level or above
- Final 30 hours completed at Lincoln College.
- Final Lincoln College cumulative grade point average of 2.0 or above
- Complete Lincoln College general education requirements (may be completed through AA or AS at Lincoln College or any regionally accredited institution)

Minor in Conservation Biology

Formats Available: Traditional – Lincoln campus

The course work for a conservation biology minor emphasizes the basic principles of ecology and their application to the challenges of biodiversity conservation and sustainability, especially regarding wildlife and wildlife habitat. Students will acquire general knowledge of biodiversity and natural processes that govern ecosystems in addition to issues central to the conservation of both as well as pragmatic approaches for sustainable management.

Conservation Biology Minor Learning Outcomes

Upon completion of the Conservation Biology Minor, students are able to:

- I. Explain the fundamental principles and need for conservation across a range of taxa at both local and global levels.
- II. Communicate scientific information clearly to a lay audience, using appropriate format, conciseness, objectivity, and accuracy through a range of media and platforms.
- III. Integrate relevant social sciences (e.g. environmental planning, policy, law, economics) in environmental problem-solving.
- IV. Analyze data in order to evaluate impacts on natural and man-made events on populations.

Conservation Biology Minor Requirements:

- Complete minimum total of 120 credit hours with an earned baccalaureate degree which is not Conservation Biology.
- Successful completion of the Conservation Biology Minor curriculum (24 hours) with a grade of “C” or better in each of the following: BIO 106; BIO 120 (Prerequisite: “C” or better in MAT 095 or college-level math placement); BIO 121 (Prerequisite: “C” or better in BIO 120); BIO 300 (Prerequisite: “C” or better in BIO 106); BIO 202 (Prerequisite: “C” or better in BIO 121) –or- BIO 204 (Prerequisite: “C” or better in BIO 121) –or- BIO 205 (Prerequisite: “C” or better in BIO 120); BIO 370 (Prerequisites: “C” or better in BIO 205 and BIO 300)

Minor in Chemistry

Formats Available: Traditional – Lincoln campus

The course work for a chemistry minor emphasizes general, organic, physical and analytical/instrumental chemistry, as well as an introductory general chemistry sequence. The minor is intended to increase the academic base of students with strong scientific background in biology, medical, and physical science as well as those pursuant in careers within criminal justice and forensics. The chemistry minor will provide a range of laboratory experiences and techniques applicable to a range of the aforementioned fields.

Chemistry Minor Learning Outcomes

Upon completion of the Chemistry Minor, students are able to:

- I. Explain broad fundamental concepts, theories, and principles in all the basic areas of chemistry including analytical, organic, physical, inorganic and biochemistry. **(GELO I)**
- II. Apply the principles of atomic and molecular structure to predict chemical properties and chemical reactivity. **(GELO II)**
- III. Apply core chemical principles to the results of experiments and representative situations. **(GELO I, GELO II)**
- IV. Demonstrate proficiency in chemistry laboratories, especially with respect to general laboratory practice guidelines, performing chemical analyses, performing simple chemical synthesis, and

proficiency in modern chemical instrumentation. **(GELO II)**

Chemistry Minor Requirements:

- Complete minimum total of 120 credit hours with an earned baccalaureate degree.
- Successful completion of the Chemistry Minor curriculum (24 hours) with a grade of “C” or better in each of the following: CHM 140 (Corequisite: MAT 119 or higher-level mathematics placement); CHM 141 (Prerequisite: “C” or better in CHM 140 and MAT 119); CHM 240 (Prerequisite: CHM 141); CHM 241 (Prerequisite: CHM 240); CHM 250 (Prerequisite: CHM 141 and MAT 110); CHM 300 (Prerequisite: “C” or better in CHM 240)

Bachelor of Science in Criminal Justice

Offered Through: Division of Language, Humanities, and Social Sciences

Formats Available: All

Purpose

The Bachelor of Science in Criminal Justice provides students with a fundamental understanding of the American criminal justice system, the institutions and personnel which comprise the criminal justice system, and the theories of crime causation, offending, and rehabilitation. Designed according to standards established by the Academy of Criminal Justice Sciences, the degree requires students to apply this foundational knowledge to the problems and the changing landscape of the criminal justice system. Students take courses intended to develop their critical thinking, quantitative reasoning, ethical decision-making, communication skills, and understanding of diversity issues in the American criminal justice system. Students are required to complete foundation courses and core courses intended to provide an understanding of the social, historical and legal environment of the administration of justice in the United States allowing the student to apply theory to practice upon graduation. The degree culminates in the capstone course CJS 490.

Bachelor of Science in Criminal Justice Program Learning Outcomes

Upon completion of the Bachelor of Science in Criminal Justice, successful students will be able to:

- I. Effectively communicate critical analysis of the criminal justice system in both oral and written forms. **(GELO I)**
- II. Apply operational models underlying the administration of the American criminal justice system to real world situations. **(GELO V)**
- III. Evaluate research data to form critical judgements regarding criminological theories used in the administration of justice. **(GELO II)**
- IV. Form critical judgments regarding ethical dilemmas emanating from the distinction between criminal procedural rules and substantive law in the administration of justice. **(GELO IV)**
- V. Propose recommended solutions to problems in the administration of justice emanating from the diversity within the social system. **(GELO III)**

Criminal Justice Program Learning Objectives (content/subject area goals)

Upon completion of the Bachelor of Science in Criminal Justice, successful students should be able to:

- I. Describe the context for the system of the administration of justice in the United States including the policies and practices which comprise the systems of social control.
- II. Describe the history, theory, practice and legal environment of correctional philosophies and systems.
- III. Identify the nature and causes of crime including typologies, offenders, and victims.
- IV. Describe the fundamental nature of criminal law and criminal procedures including court procedures and judicial decision-making.
- V. Describe the history, theory, practice and legal environment of law enforcement practices including police organization and subcultures.

Bachelor of Science in Criminal Justice Degree Requirements:

- Successful completion of the Criminal Justice curriculum (69-70 hours)
 - **Foundation Courses (18-19 hours):** (may be satisfied through general education requirements) Grade of "C" or better in the following courses: POS 101, PSY 101, HIS 101 or HIS 102, SOC 101, BUS 115 or BUS 166, BIO 101 or BIO 102

- **Mathematics Requirement (3 hours):** (may be satisfied through general education requirements): MAT 110 with a grade of “C” or better (Prerequisite: “C” or better in MAT 093 or MAT 095 or placement)
- **Criminal Justice Introductory Core Courses (18 hours):** Grade of “C” or better in each of the following courses: CJS 108, CJS 150 (Corequisite: CJS 108), CJS 210 (Corequisite: CJS 108), CJS 220 (Corequisite: CJS 108); CJS 240 (Corequisite: CJS 108), CJS 280 (Corequisite: CJS 108)
- **Criminal Justice Upper Level Core Courses (15 hours):** Grade of “C” or better in each of the following courses: CJS 310 (Prerequisite: “C” or better in CJS 210), CJS 325 (Prerequisite: “C” or better in CJS 220), CRT 353 (Prerequisite: “C” or better in MAT 110), CJS 358 (Prerequisite: “C” or better in CJS 108), CJS 375 (Prerequisite: “C” or better in CJS 240)
- **Senior Level Criminal Justice Courses (6 hours):** Grade of “C” or better in each of the following courses: CJS 456 (Senior standing), CJS 490 (Prerequisite: “C” or better in CRT 353; Senior standing) OR CJS 491 (Prerequisite: Senior standing, permission of Lead Faculty)
- **CJS Major Electives (9 hours):** “C” or better in three of the following courses: CJS 315 (Prerequisite: CJS 210), CJS 320, CJS 362 (Prerequisite: “C” or better in CJS 108), CJS 321 (Prerequisite: Junior standing), CJS 322 (Prerequisite: Junior standing), CJS 323 (Prerequisite: Junior standing), CJS 424 (Prerequisite: “C” or better in CJS 325), CJS 492 (Prerequisite: permission of CJS Lead Faculty), CMN310, CRT 301 (Prerequisite: Junior/Senior standing), ENG 302 (Prerequisite: “C” or better in CMN 109), POS 391 (Prerequisite: POS 101 & Junior standing), POS 392 (Prerequisite: POS 101 & Junior standing)
- Complete a minimum of 120 total credit hours
- Last 30 credit hours must be completed at Lincoln College
- A minimum of 30 hours of upper division coursework (numbered 300 or above)
- Final Lincoln College cumulative grade point average of 2.0 or above

Minor in Criminal Justice

Formats Available: All

The Criminal Justice program offers an academic minor which students may apply to their degree/major. The coursework for a CJ minor emphasizes acquiring fundamental knowledge of the structure and process of the criminal justice system, a basic understanding of criminal law, an introduction to crime causation, and evaluation of the fundamental problems associated with the administration of justice in the United States.

Criminal Justice Minor Learning Outcomes

Upon completion of the Criminal Justice Minor, students are able to:

- V. Explain the fundamental operations and theories underlying the functioning of the American criminal justice system. **(GELO V)**
- VI. Explain the fundamental theories of crime causation and victimization. **(GELO III)**
- VII. Form critical judgments regarding the effect of diversity on the administration of justice and social control. **(GELO II, GELO III, GELO V)**

Criminal Justice Minor Requirements:

- Complete minimum total of 120 credit hours with an earned baccalaureate degree which is not CJS
- Successful completion of the Criminal Justice Minor curriculum (24 hours) with a grade of "C" or better in each of the following: CJS 108, CJS 150 (Corequisite: CJS 108), CJS 210 (Corequisite: CJS 108), CJS 220 (Corequisite: CJS 108), CJS 240 (Corequisite: CJS 108), CJS 325 (Prerequisite: "C" or better in CJS 220), CJS 375 (Prerequisite: "C" or better in CJS 240), CJS 310 (Prerequisite: "C" or better in CJS 220)

Bachelor of Science in Exercise Science

Offered Through: Division of Sciences, Mathematics, and Physical Education

Formats Available: Traditional Program – Lincoln Campus

Purpose

The Bachelor of Science in Exercise Science prepares students for careers in the four principal fitness sectors of sport, industry, health, and education including entry-level positions as an exercise specialist in community, corporate, or clinical settings. The program is also designed to establish a strong foundation for graduate study in exercise physiology. Students take courses in anatomy and physiology, the biomechanics of human movement and the application of these concepts to applied exercise and therapeutic rehabilitation to promote a healthy lifestyle in individuals and communities. The program culminates in an internship experience allowing students to apply their knowledge of exercise science and physiology in a professional setting working with clients and a research seminar in which the student designs an exercise program for an identified population.

Bachelor of Science in Exercise Science Learning Outcomes:

Upon successful completion of the Bachelor of Science in Exercise Science, the graduate will be able to:

- I. Effectively communicate content related to the field of exercise science in oral and written formats to appropriate clientele. **(GELO I)**
- II. Apply scientific principles/theories of healthy behavior to prescribe exercise as a therapeutic and preventive modality. **(GELO II and V)**
- III. Produce solutions to problems related to responses and adaptations to physical activity and exercise through the use of scientific assessment methods. **(GELO II)**
- IV. Evaluate the behavioral and cultural factors that influence the adoption and maintenance of a physically active lifestyle. **(GELO III)**
- V. Articulate the ethical standards of exercise science by applying professional behavior consistent with an understanding of the societal and individual importance of a healthy, active lifestyle. **(GELO IV)**
- VI. Synthesize information to design solutions for wellness concerns among individuals and communities in real world settings. **(GELO V)**

Bachelor of Science in Exercise Science Degree Requirements:

- Successful completion of the Bachelor of Science in Exercise Science curriculum (77 hours)
 - **Foundation Courses (31 hours** - may be completed in general education) – “C” or better required
BIO 120, BIO 121 (Prerequisite: “C” or better in BIO 120), BIO 107 (Prerequisite: BIO 120);
BIO 108 (Prerequisite: “C” or better in BIO 107); BIO 112;
CHM 140 **IAI - P1 902L**; PSY 208 **IAI S6.902** (Prerequisite: PSY 101); PHY 204 (Prerequisite:
“C” or better in MAT 125); PER 102
 - **Mathematics (7 hours** – may be completed in general education) – “C” or better required
MAT 110 (Prerequisite: “C” or better in MAT 093 or MAT 095 or placement) **IAI M1.902**;
MAT 125 (Prerequisite: “C” or better in MAT 119 or placement)

- **Exercise Science Core Courses (33 hours)** – “C” or better in each of the following and all prerequisites
 EXS 126 (Corequisite: ENG 101); EXS 201; EXS 215 (Prerequisites: BIO 108; Corequisite: PHY 204); EXS 320 (Prerequisite: EXS 205 and “C” or better in MAT 119 or higher and BIO 108); EXS 330 (Prerequisite: EXS 201); EXS 335 (Prerequisites: PSY 208; Corequisite: EXS 205); EXS 353 (Prerequisite: MAT 110 and EXS 205); EXS 360 (Prerequisite: BIO 112; EXS 320); EXS 390 (Prerequisite: EXS 215); EXS 405 (Prerequisite: EXS 320; 330; 360; 390)
- **Senior Coursework (6 hours)**
 EXS 491 (Prerequisite: Senior standing, Lead Faculty Approval); EXS 495 (Prerequisite: EXS 353)
- Complete a minimum of 120 credit hours
- Minimum of 30 credit hours at 300 level or above
- Final 30 hours completed at Lincoln College.
- Final Lincoln College cumulative grade point average of 2.0 or above
- Complete Lincoln College general education requirements (may be completed through AA or AS at Lincoln College or any regionally accredited institution)

Bachelor of Science in Health Services Administration

Offered Through: Division of Business Programs

Formats Available: ABE – 5 week

Purpose

The Bachelor of Health Services Administration degree prepares students with and without healthcare experience to become competent leaders in healthcare administration. Students complete courses in four academic areas including Business Foundation, Healthcare Systems, Policy and Management, and Integrating of Health Service Management Theory and Practice. The program culminates in an experiential educational component via a 4 credit hour internship or practicum and the capstone seminar Applied Health Administration.

Health Services Administration Learning Outcomes

Upon completion of the Health Services Administration major, students are able to:

- I. Apply knowledge of the United States healthcare delivery systems, functions, and challenges to real health care management-related situations. **(GELOs III and IV)**
- II. Strengthen oral, written, visual presentation, and interpersonal communication skills. **(GELO I)**
- III. Improve students' current ability of using technology, analytical tools, and software.
- IV. Explain ethical choices and obligations health care organizations are facing. **(GELOs II, IV and V)**
- V. Recognize legal and social responsibility of health care organizations in terms of the impact of legislation on health care policy and delivery. **(GELO II)**
- VI. Describe major epidemiological concepts of health and disease. **(GELO IV)**
- VII. Connect theory and practice for effective leadership decisions applicable to the contemporary, diverse and multicultural health care environment. **(GELO III and V)**

BS in Health Services Administration Degree Requirements

- Successful completion of the Health Services Administration curriculum (63 hours):
 - **Business Foundation Courses (27 hours):** Grade of "C" or better in each of the following courses: BUS 101 (Prerequisite: MAT 095 or college-level math); BUS 102 (Prerequisite: "C" or better in BUS 101); BUS 166; BUS 205 (Prerequisite: "C" or better in ENG 102); BUS 301 (Prerequisite: BUS 101 and MAT 120); BUS 310 (Prerequisite: MAT 120 and Senior standing; Corequisite: BUS 205); BUS 318 (Corequisite: BUS 205); ECO 107 (Prerequisite: MAT 095 or placement for college-level math); and ECO 108 (Prerequisite: MAT 095 or placement for college-level math)
 - **Mathematics Core (7 hours):** Grade of "C" or better in each of the following: MAT 110 (Prerequisite: "C" or better in MAT 093 or MAT 095 or placement) and MAT 120 (Prerequisite: "C" or better in MAT 119)
 - **Health Care Systems Policy and Management Core (25 hours):** Grade of "C" or better in each of the following courses: HSA 110; HSA 314; HSA 320; HSA 330 (Prerequisite: MAT 110 & 120 and BIO 101 or 102); HSA 340; HSA 441; HSA 452 (Prerequisite: MAT 110 & MAT 120); HSA 456; and HSA 460
 - **Integration of Health Services Management Theory and Practice (4 hours):** Students must complete one of the following with a grade of "C" or better: HSA 474 (Prerequisite: Health Care Systems, Policy and Management core, and Senior standing), **–OR–** HSA 491 (Health Services Administration Internship) (4)
- Complete minimum of 120 total credit hours with final Lincoln College cumulative GPA 2.0 or above
- Minimum 30 credit hours must be at Lincoln College
- A minimum of 30 hours of upper division coursework (numbered 300 or above)
- "C" or better in ENG 101, ENG 102, and HSA 474 **–or–** HSA 491

Bachelor of Science in Sport Management

Offered Through: Division of Business Programs

Formats Available: Traditional Program (Lincoln campus)

Purpose

The curriculum provides the student with academic preparation and practical training in sport settings. The Bachelor of Science in Sport Management is designed to meet the COSMA accreditation standards (though is not accredited through COSMA as yet). Sport management graduates may find employment in a wide variety of careers such as professional sport or collegiate administration, corporate administration, business management, fundraising administration, sport facility management, account executive for professional teams, sales representatives for sporting goods companies, marketing director with professional or intercollegiate athletics departments, conference office administration, athletic conference administration, and public/community or media relations with professional teams. The curriculum culminates with a 90 hour (3 credits) internship experience to provide practical experience in a sport setting.

Bachelor of Science in Sport Management Learning Outcomes

Upon completion of the Sport Management major, students are able to:

- I. Apply the functions of management (planning, organizing, leading, evaluating) as they pertain to sport. **(GELOs I, II, and V)**
- II. Apply leadership theories as they relate to sport settings. **(GELOs II, IV, and V)**
- III. Analyze the cultural, social, and psychological impacts of sport on society. **(GELOs III, IV, and V)**
- IV. Identify ethical values and diversity issues inherent in sport management settings. **(GELOs III, IV, and V)**
- V. Explain financial concepts relevant to operating a sport organization. **(GELO II)**
- VI. Evaluate the communication process as it pertains to internal and external sport publics. **(GELO I)**

Bachelor of Science in Sport Management Degree Requirements

- Successful completion of the Sport Management curriculum (57 hours)
 - **Business Foundation Courses (18 hours):** Grade of “C” or better required in each of the following courses: BUS 101 (Prerequisite: MAT 095 or college-level math); BUS 102 (Prerequisite: “C” or better in BUS 101); BUS 203 (Prerequisite: “C” or better in ENG 102); BUS 205 (Prerequisite: “C” or better in ENG 102); ECO 107 (Prerequisite: MAT 095 or placement for college-level math); and ECO 108 (Prerequisite: MAT 095 or placement for college-level math)
 - **Sport Management Core Courses (36 hours):** Grade of “C” or better required in each of the following courses: SPM 201 (Prerequisite: “C” or better in ENG 102); SPM 301 (Prerequisite: “C” or better in ENG 102); SPM 302 (Prerequisite: “C” or better in ENG 102); SPM 303 (Prerequisite: “C” or better in ENG 102); SPM 304 (Corequisite: BUS 203 and SPM 201); SPM 305 (Corequisite: BUS 203 and SPM 201); SPM 306 (Prerequisite: “C” or better in ENG 102; Corequisite: SPM 201); SPM 400 (Prerequisite: “C” or better in ENG 102; Corequisite: SPM 201); SPM 401 (Prerequisite: “C” or better in ENG 102; Corequisite: SPM 201); SPM 402 (Prerequisite: “C” or better in BUS 102; Corequisite: SPM 201); SPM 403 (Prerequisite: BUS 205; Corequisite: SPM 201); SPM 404 (Prerequisite: “C” or better in ENG 102; Corequisite: SPM 201)

- **Senior Coursework (3 hours):** SPM 491 (Prerequisite: Senior standing and Lead Faculty approval)
- Complete minimum of 120 total credit hours
- Last 30 credit hours must be completed at Lincoln College
- A minimum of 30 hours of upper division coursework (numbered 300 or above)
- Final Lincoln College cumulative GPA of 2.0 or above

Minor in Sport Management

Formats Available: Traditional Program (Lincoln Campus)

Purpose

The course work for a Sport Management minor emphasizes understanding and application of the principles of management to a variety of sport settings. Students pursuing the minor develop the fundamental communication and management skills necessary to assist in the leadership of sport organizations at a variety of levels (recreational, collegiate, amateur, and professional).

Sport Management Minor Learning Outcomes

Upon completion of the Sport Management Minor, students are able to:

- I. Apply the fundamental functions of sport management to the operation of various sport organizations. **(GELOs II and V)**
- II. Employ an effective communication process as it pertains to internal and external sport publics. **(GELO I)**

Minor in Sport Management Requirements (21 hours)

- Complete minimum total of 120 credit hours with an earned baccalaureate degree (may not earn this minor if majoring in Sport Management)
- Successful completion of the Sport Management Minor curriculum (21 hours) including a “C” or better in each of the following courses:
SPM 201 (Prerequisite: “C” or better in ENG 102), SPM 220, SPM 303 (Prerequisite: “C” or better in ENG 102), SPM 305 (Corequisite: BUS 203 and SPM 201), SPM 306 (Prerequisite: “C” or better in ENG 102; Corequisite: SPM 201), SPM 401 (Prerequisite: “C” or better in ENG 102; Corequisite: SPM 201), SPM 404 (Prerequisite: “C” or better in ENG 102; Corequisite: SPM 201)

Bachelor of Music in Vocal Performance

Offered Through: Division of Fine Arts and Communication

Formats Available: Traditional Program – Lincoln Campus

Purpose

The Bachelor of Music in Vocal Performance prepares students for careers in performing and private studio teaching and for advanced study of voice at the graduate level. The program provides students with the study of technique, theoretical concepts, and interpretation while granting them performance opportunities. Students have the opportunity to perform right away and continue to have those opportunities throughout the program. The program culminates with a senior recital given in their last semester of coursework in which they will demonstrate mastery of all learning outcomes.

Bachelor of Music in Vocal Performance Learning Outcomes:

Upon successful completion of the Bachelor of Music in Vocal Performance, the graduate will be able to:

- I. Perform technical skills at appropriate levels for vocal professions. **(GELO I)**
- II. Apply theoretical concepts to vocal performance. **(GELO II)**
- III. Interpret a common body of Western musical literature and individual repertory by written and oral means. **(GELO I; GELO III)**
- IV. Demonstrate diction proficiency in singing in foreign languages. **(GELO III)**
- V. Perform songs representative of vocal genres at a level sufficient for vocal professions. **(GELO I)**

Bachelor of Music in Vocal Performance Degree Requirements:

- Successful completion of the Bachelor of Music in Vocal Performance curriculum (66 hours)
- **Music Foundations Courses** (28 hours) – may be completed at associate level: MUS 105; MUS 106; MUS 109; 110; 209; 210; MUS 141; MUS 142; MUS 143; MUS 144; MUS 146; 147; 246; 247; MUS 241; MUS 242; MUS 243; MUS 244
- **Vocal Performance Lessons** (8 hours) MUS 191 (may be repeated for credit)
 - **Vocal Performance Core Courses** (30 hours) MUS 306; MUS 309; 310; 409; 410; MUS 311; MUS 317; MUS 318; MUS 335; MUS 336; MUS 355; MUS 362; MUS 363; MUS 391; MUS 401; MUS 402; MUS 491
- Complete a minimum of 120 credit hours
- Minimum of 30 credit hours at 300 level or above
- Final Lincoln College cumulative grade point average of 2.0 or above

Bachelor of Business Administration in Business Management

Offered Through: Division of Business Programs

Formats Available: All

Purpose

The Bachelor of Business Administration Degree is designed to provide students with a rich, comprehensive, and challenging curriculum that encompasses the major fields of study in business management. Students take courses from four areas including Communications; Marketing and Management; Finance, Economics, and Quantitative Methods; and Leadership and Organizational Behavior. The program culminates in an experiential educational component via a capstone seminar in Strategic Management.

Bachelor of Business Administration in Business Management Learning Outcomes

Upon completion of the Business Management major, students are able to:

- I. Integrate knowledge of business concepts, functions and business systems. **(GELO II)**
- II. Demonstrate strong communication and interpersonal skills necessary in the business environment. **(GELO I)**
- III. Apply business concepts to real world situations. **(GELO II)**
- IV. Explain ethical choices and obligations business faces today. **(GELO IV)**
- V. Identify effective leadership. **(GELOS III and V)**
- VI. Apply business practices to working in a globally diverse and multicultural environment. **(GELO III)**
- VII. Analyze quantitative data to support business decisions. **(GELO II)**

Bachelor of Business Administration in Business Management Degree Requirements:

- Successful completion of Business Management Curriculum (62 hours)
 - **Business Foundation Courses (24 hours):** Grade of “C” or better required in each of the following courses: BUS 101 (Prerequisite: MAT 095 or college-level math), BUS 102 (Prerequisite: “C” or better in BUS 101), BUS 115, BUS 166, BUS 203 (Prerequisite: “C” or better in ENG 102), BUS 205 (Prerequisite: “C” or better in ENG 102), ECO 107 (Prerequisite: MAT 095 or placement for college-level math), and ECO 108 (Prerequisite: MAT 095 or placement for college-level math)
 - **Mathematics (7 hours):** Grade of “C” or better required in each of the following courses: MAT 110 (Prerequisite: “C” or better in MAT 093 or MAT 095 or placement) MAT 120 (Prerequisite: “C” or better in MAT 119)
 - **Business Management Core Courses (28 hours):** Grade of “C” or better required in each of the following courses (BUS 413 must be taken in student’s final semester): BUS 301 (Prerequisite: BUS 101 and MAT 120); BUS 306 (Prerequisite: Junior/Senior standing); BUS 310* (Prerequisites: MAT 120, Corequisite BUS 205 and Senior standing); BUS 314*; BUS 318*; BUS 321 (Prerequisites: MAT 110, MAT 120, and Senior standing); BUS 410 (Prerequisite: Junior/Senior standing); BUS 412 (Prerequisites: BUS 318) and BUS 413 (Prerequisites: BUS 101, 102, 203, 301, 310 and 314)
 - * **BUS 205** acts as a **Corequisite** (prior to or in the same semester) for **BUS 310, BUS 314, and BUS 318**

- **Major Electives (3 hours):** Any 1 of the following courses:
 BUS 302 (Prerequisite: BUS 102); BUS 304 (Prerequisite: BUS 101); BUS 307; BUS 313 (Prerequisite: Junior/Senior standing); BUS 315 (Prerequisites: BUS 101 & BUS 301); BUS 316 (Prerequisite: Junior/Senior standing); BUS 490 (Prerequisite: Junior/Senior standing and permission of Business Division Chair); BUS 491 (Prerequisite: Senior standing); BUS 492; BUS 496; CMN 302; CMN 303 (Prerequisite: CMN 101); CMN 310; CRT 301 (Prerequisite: Junior/Senior standing); ENG 302 (Prerequisite: "C" or better in CMN 109)
- **OPTIONAL: Concentration in Accounting (additional 6 hours):** "C" or better in both of the following:
 BUS 302 (Prerequisite: BUS 102) and BUS 304 (Prerequisite: BUS 101)
NOTE: Students may repeat accounting courses (including BUS 101 and BUS 102) for the Concentration in Accounting only once.
- Last 30 credit hours must be completed at Lincoln College
- Minimum of 30 hours of upper division coursework (course numbered 300 or above)
- Complete minimum total of 120 credit hours
- Final Lincoln College cumulative grade point average of 2.0 or above
- "C" or better in ENG 101, 102; CMN 101; MAT 110, 119 and 120; and all Business Foundation and Core courses.

Bachelor of Business Administration in Supply Chain & Logistics Management

Offered Through: Division of Business Programs

Formats Available: ABE – 5 week

Purpose

The Bachelor of Business Administration Degree with a major in Supply Chain and Logistics Management is designed to provide students with a rich, comprehensive, and challenging curriculum that encompasses the major fields of study in supply chain and logistics management. Students take courses from general business administration areas and specialized courses in supply chain and logistics. The program culminates in an experiential educational component via a capstone seminar in Strategic Supply Chain Management and Logistics.

Bachelor of Business Administration in Supply Chain & Logistics Management Learning Outcomes

Upon completion of the Supply Chain & Logistics Management major, students are able to:

- I. Demonstrate knowledge of the functions of logistics and supply chain management.
- II. Apply concepts and activities of the supply chain to actual organizations. **(GELO II and V)**
- III. Explain the sequential nature of logistics and supply chain management. **(GELO II)**
- IV. Produce examples of effective supply chain management and logistics implementation. **(GELO II)**
- V. Assess the effectiveness of logistics and materials management throughout the global supply chain. **(GELO II and III)**
- VI. Examine the elements leading to effective partnering and strategic sourcing relationships. **(GELO V)**

Bachelor of Business Administration in Supply Chain & Logistics Management Degree Requirements

- Successful completion of Supply Chain and Logistics Management Curriculum (65 hours)
 - **Business Foundation Courses (18 hours):** Grade of “C” or better required in each of the following courses: BUS 101 (Prerequisite: MAT 095 or college-level math); BUS 102 (Prerequisite: “C” or better in BUS 101); BUS 166; BUS 205 (Prerequisite: “C” or better in ENG 102); ECO 107 (Prerequisite: MAT 095 or placement for college-level math); and ECO 108 (Prerequisite: MAT 095 or placement for college-level math)
 - **Mathematics (7 hours):** Grade of “C” or better required in each of the following courses: MAT 110 (Prerequisite: “C” or better in MAT 093 or MAT 095 or placement) and MAT 120 (Prerequisite: “C” or better in MAT 119)
 - **Business Administration Core Courses (15 hours):** Grade of “C” or better required in each of the following courses:
BUS 301 (Prerequisite: BUS 101 and MAT 120); BUS 310* (Prerequisite: MAT 120 and Senior standing); BUS 315 (Prerequisite: BUS 101 and BUS 301); BUS 321 (Prerequisite: MAT 110, MAT 120, and Senior standing); BUS 410 (Prerequisite: Junior/Senior standing)
* **BUS 205** acts as a **Corequisite** (prior to or in the same semester) for **BUS 310**

- **Supply Chain and Logistics Core Courses (25 hours):** Grade of “C” or better required in each of the following courses:
SCL 205; SCL 305; SCL 310 (Prerequisite: SCL 205); SCL 313 (Prerequisite: SCL 205); SCL 315; SCL 350; SCL 410; SCL 490 (Prerequisites: SCL 305, 310, 313, 315, and Senior standing)
- Last 30 credit hours must be completed at Lincoln College
- Minimum of 30 hours of upper division coursework (course numbered 300 or above)
- Minimum total of 120 credits hours completed
- Final Lincoln College cumulative grade point average of 2.0 or above

Minor in Accounting

Formats Available: ABE

The Minor in Accounting will prepare students for entry-level careers as staff management accountants, analysts, or finance professionals working in private, public, academic institutions, not-for-profit, and government organizations. Students will be able to demonstrate foundational knowledge and skills in accounting and finance required in today's global work environment.

Minor in Accounting Learning Outcomes

Upon completion of the Accounting Minor, students are able to:

- I. Apply foundational knowledge and skills in accounting. **(GELO II)**
- II. Apply foundational knowledge and skills in finance. **(GELO II)**
- III. Apply accounting concepts to real world situations. **(GELO III)**

Accounting Minor Requirements

- Complete minimum total of 120 credit hours with an earned baccalaureate degree (may not earn this minor if majoring in Business Management or Supply Chain and Logistics)
- Successful completion of the Accounting Minor curriculum (21 hours) including a "C" or better in each of the courses in the following:
 - BUS 101 (Prerequisite: MAT 095 or college-level math); BUS 102 (Prerequisite: "C" or better in BUS 101); BUS 301 (Prerequisite: BUS 101 and MAT 120); BUS 302 (Prerequisite: BUS 102); BUS 304 (Prerequisite: BUS 101)
 - BUS 306 or BUS 310 (Prerequisite: MAT 120 and Junior/Senior standing; Corequisite: BUS 205) or BUS 313 (Prerequisite: Junior/Senior standing) or BUS 315 (Prerequisites: BUS 101 & BUS 301) BUS 410 (Prerequisite: Junior/Senior standing) or any other 400 level BUS course

Minor in Business Management

Formats Available: All

The Minor in Business Management will provide students with the opportunity to understand management principles as they relate to a variety of jobs in the private, public/non-profit, or government sectors. Students will be able to demonstrate foundational knowledge and skills in management required in today's global work environment.

Business Management Minor Learning Outcomes

Upon completion of the Business Management Minor, students are able to:

- I. Integrate foundational knowledge and skills in management. **(GELO II)**
- II. Apply foundations of management in a global setting. **(GELO III)**
- III. Utilize strong communication and interpersonal skills necessary in the business environment. **(GELO I)**

Business Management Minor Requirements

- Complete minimum total of 120 credit hours with an earned baccalaureate degree (may not earn this minor if majoring in Business Management or Supply Chain and Logistics)
- Successful completion of the Business Management Minor curriculum (21 hours) including a "C" or better in each of the following courses:

BUS 101 (Prerequisite: MAT 095 or college-level math); BUS 102 (Prerequisite: "C" or better in BUS 101); BUS 203 (Prerequisite: "C" or better in ENG 102); BUS 205 (Prerequisite: "C" or better in ENG 102); BUS 201 **-or-** BUS 301 (Prerequisite: BUS 101 and MAT 120); BUS 306 (Prerequisite: Junior/Senior standing); BUS 410 (Prerequisite: Junior/Senior standing)

Minor in Entrepreneurship

Formats Available: All

The Minor in Entrepreneurship equips students from any background or area of study with the necessary skills and experience to translate ideas into new ventures within the arts, sciences, business, and nonprofit areas. The minor culminates in the completion of a formal business plan for a new venture.

Entrepreneurship Minor Learning Outcomes

Upon completion of the Entrepreneurship Minor, students are able to:

- I. Integrate knowledge and skills of entrepreneurship and small business management. **(GELO II)**
- II. Apply foundations of entrepreneurship and small business management in diverse setting. **(GELO III)**
- III. Utilize strong communication and interpersonal skills necessary in the entrepreneurial environment. **(GELO I)**

Entrepreneurship Minor Requirements

- Complete a minimum total of 120 credit hours with an earned baccalaureate degree.
- Successful completion of the Entrepreneurship Minor (21 credit-hours) with a "C" or better.
BUS 105; BUS 200; BUS 201; BUS 202; BUS 203 (Prerequisite: "C" or better in ENG 102); BUS 306 (Prerequisite: Junior/Senior standing); BUS 405

Bachelor of Applied Management in Entrepreneurship

Offered Through: Division of Business Programs

Formats Available: ABE

Purpose

As a component of the College's AAS Capstone Program, the Bachelor of Applied Management in Entrepreneurship degree is designed to prepare students who have an earned Associate of Applied Science degree for managing or starting a small business within their technical field. The curriculum is designed to provide the student with the necessary skills to start, manage, maintain, and improve the growth of a small business in their technical field. As such, courses in the curriculum have been included to improve the students' critical, analytical, and communicative skills needed to evaluate the data necessary to make informed decisions in a business environment. Specifically, students will complete upper-level general education courses and concentrated business courses selected to hone analytical and quantitative skills, business communication, strategic decision-making for small business start-up, and adaptability to changing business environments.

Bachelor of Applied Management in Entrepreneurship Learning Outcomes:

Upon completion of the Bachelor of Applied Management in Entrepreneurship degree, students are able to:

- I. Read, write, and speak critically in business settings. **(GELO I)**
- II. Utilize essential knowledge of business principles to maintain a small business. **(GELO II)**
- III. Apply an integrated knowledge of small business concepts, functions, and systems to real world situations. **(GELO II)**
- IV. Produce strategic solutions to business problems through the analysis of data in a business environment. **(GELO II)**
- V. Demonstrate an understanding of ethical choices and obligations in a business management setting. **(GELO IV)**
- VI. Evaluate information needed to be responsive to changes in diverse business environments. **(GELOs III and V)**

Bachelor of Applied Management in Entrepreneurship Degree Requirements

- An earned Associate of Applied Science degree from a regionally accredited college or university.
- Successful completion of the BAM in Entrepreneurship curriculum (63 hours):
 - **Lower-Level General Education Courses (12 hours):** (May be completed at the associate level) Grade of "C" or better in each of the following courses: ENG 101 and ENG 102 (Prerequisite: ENG 101), CMN 101, MAT 110 (Prerequisite: "C" or better in MAT 093 or MAT 095 or placement)
 - **Upper-Level General Education Courses (24 hours):** Each of the following courses:
 - Communication:** CMN 303 (Prerequisite: CMN 101) and ENG 302 (Prerequisite: "C" or better in CMN 109)
 - Humanities:** PHL 302 and PHL 303
 - Social Sciences:** ANT 302 and GEO 301
 - Critical Reasoning and Analytic Methods:** CRT 301 (Prerequisite: Junior/Senior) and CRT 353 (Prerequisite: "C" or better in MAT 110)
 - **Business Management Foundation Courses (15 hours):** (May be completed at the associate level). Each of the following courses: BUS 101 (Prerequisite: MAT 095 or college-level math), BUS 102 (Prerequisite: "C" or better in BUS 101), BUS 200, BUS 203 (Prerequisite: "C" or better in ENG 102), and BUS 205 (Prerequisite: "C" or better in ENG 102)

- **Business Management Core Courses (12 hours):** Each of the following courses:
BUS 201, BUS 306 (Prerequisite: Junior/Senior standing), BUS 314 (Corequisite: BUS205), and
BUS 410 (Prerequisite: Junior/Senior standing)
- Complete minimum of 120 total credit hours with final Lincoln College cumulative GPA 2.0 or above
- Minimum of 30 credit hours at 300 level or above
- Final 30 credit hours completed at Lincoln College

Bachelor of Applied Science in Organizational Leadership

Offered Through: Division of Business Programs

Formats Available: ABE

Purpose

As a component of the College's AAS Capstone Program, the Bachelor of Applied Science in Organizational Leadership is designed to prepare students who have an earned Associate of Applied Science degree for a leadership position in their current or future organization. The interdisciplinary curriculum is focused on the study of the emerging field of organizational leadership and the development of the interpersonal and organizational skills required to lead contemporary organizations in the ever-changing institutional environment. Students will complete upper-level general education courses and an interdisciplinary core of leadership courses which provide practical, real world application of leadership principles, interpersonal relations, and adaptability to change in a globalized environment. *The Bachelor of Applied Science in Organizational Leadership degree is specifically designed for mid-career adult learners who have at least 3 years of work experience.*

Bachelor of Applied Science in Organizational Leadership Learning Outcomes:

Upon completion of the Bachelor of Applied Science in Organizational leadership, students are able to:

- I. Develop and articulate a personal leadership approach/philosophy applicable to leading an organization. **(GELO IV)**
- II. Effectively communicate in oral and written forms within organizational settings. **(GELO I)**
- III. Evaluate the ethical implications of leadership decisions & strategies in organizations. **(GELO IV)**
- IV. Analyze strategies and frameworks used by leaders to initiate change in organizations. **(GELO II)**
- V. Apply leadership theories to decision-making in organizations. **(GELO V)**
- VI. Analyze leadership within diverse organizational cultures within the institutional and global environment. **(GELO III)**

Bachelor of Applied Science in Organizational Leadership Degree Requirements

- An earned Associate of Applied Science degree from a regionally accredited college or university.
- Successful completion of the BAS in Organizational Leadership curriculum (60 hours):
 - **Lower-Level General Education Courses (12 hours):** (May be completed at the associate level) Grade of "C" or better in each of the following courses: ENG 101 and ENG 102 (Prerequisite: ENG 101), CMN 101, MAT 110 (Prerequisite: "C" or better in MAT 093 or MAT 095 or placement)
 - **Upper-Level General Education Courses (24 hours):** Each of the following courses:
 - Communication:** CMN 303 (Prerequisite: CMN 101) and ENG 302 (Prerequisite: "C" or better in CMN 109)
 - Humanities:** PHL 302 and PHL 303
 - Social Sciences:** ANT 302 and GEO 301
 - Critical Reasoning and Analytic Methods:** CRT 301 (Prerequisite: Junior/Senior) and CRT 353 (Prerequisite: "C" or better in MAT 110)
 - **Organizational Leadership Core Courses (21 hours):** Each of the following courses: ORL 201, CMN 310, HIS 301, BUS 316 (Prerequisite: Junior/Senior standing), BUS 318 (Corequisite: BUS205), BUS 412 (Prerequisite: BUS 318), ORL 401 (Corequisite: BUS 412)
 - **Senior Capstone (3 hours):** ORL 495 (Prerequisites: ORL 401 and BUS 412)
- Complete minimum of 120 total credit hours with final Lincoln College cumulative GPA 2.0 or above
- Minimum of 30 credit hours at 300 level or above
- Final 30 credit hours completed at Lincoln College

Bachelor of General Studies

Offered Through: Accelerated Bridge to Education

Formats Available: ABE

Purpose

The Bachelor of General Studies degree program is designed specifically for: (1) students with technical training or non-academic professional training who wish to broaden their specialized background to include a liberal arts education; or (2) students who wish to develop an interdisciplinary program tailored to their individual needs and interests in order to fulfill personal educational goals, facilitate career change, promote career advancement, prepare for graduate studies, and/or satisfy their love of learning.

Bachelor of General Studies Learning Outcomes:

Upon successful completion of the Bachelor of General Studies, students are able to:

- I. Communicate effectively using critical reasoning skills. **(GELOs I & II)**
- II. Apply a pluralistic approach to diverse perspectives. **(GELO III)**
- III. Produce solutions to problems through critical analysis. **(GELO II)**
- IV. Critically self-evaluate through reflection in a manner which produces positive change. **(GELOs IV & V)**
- V. Synthesize ideas/perspectives in a manner which demonstrates the interrelatedness of knowledge. **(GELOs II, GE IV, GE V)**

Degree Requirements:

- Complete all general education requirements (for the purpose of the BGS only, students may also complete general education requirements through an A.A.S, A.G.S., or A.F.A. from a regionally accredited post-secondary institution)
- Successful completion of the Bachelor of General Studies curriculum (60 hours)
 - **General Studies Core (33 hours):** Complete any 33 hours in the Arts and Sciences beyond the general education requirements or associate degree distributed as follows:
 - 12 credit hours in Arts and Humanities
 - 12 credit hours in Social and Behavioral Sciences
 - 9 credit hours in Sciences and Mathematics
 - **Concentration Courses (18 hours):** Complete 18 hours of an additional concentration of courses in a specific field of study beyond the general education requirements or associate degree. Such concentrations may include:
 - Arts and Humanities
 - Fine Arts
 - Social and Behavioral Sciences
 - Criminal Justice Studies
 - Sport Management
 - Business Administration
 - Health Services Administration (only offered in ABE format)
 - Interdisciplinary Studies: (Students choosing this option must complete SIT 402 (Prerequisite: CRT 353))
 - **Arts and Sciences Electives (9 hours):** Complete 9 hours of Arts and Sciences elective credits beyond the general education requirements or associate degree.

- **Competency Courses:** Grade of “C” or better required in each of the following: ENG 101, ENG 102 (Prerequisite: ENG 101), CMN 101, and MAT 105 (Prerequisite: “C” or better in MAT 093 or MAT 095 or placement) or higher. These courses may have been completed in general education or an associate degree.
- **World Culture/Diversity Requirement:** Complete 3 credit hours of World Culture or Diversity. This requirement may have been completed in general education or an associate degree.
- A minimum of 30 hours of at Lincoln College-Normal
- A minimum of 33 hours of upper division coursework (300 or above).
- No more than 21 credit hours may be completed in a single Arts and Sciences Department/subject or 27 hours in a single professional/vocational school.
- A final Lincoln College cumulative GPA of 2.00 or higher.

Bachelor of General Studies Definitions:

For the purposes of determining whether all degree requirements have been met, the following definitions will apply:

- **Arts and Humanities:** Any course which includes the disciplines or departments of Art, Music, Theatre, Communications, English, Literature, Philosophy, Religion, Humanities, American Studies, Foreign Language.
- **Social and Behavioral Sciences:** Any course which includes the disciplines or departments of Economics, History, Anthropology, Geography, Political Science, Psychology, and Sociology.
- **Science and Mathematics:** Any course which includes the disciplines or departments of Math, Biology, Physics, Geology, Physical Geography, Chemistry, Astronomy, and Critical Thinking or Logic.
- **Fine Arts:** Any course which includes the disciplines or departments of Art, Music, or Theatre.
- **Criminal Justice:** Any course with a CJS designation or included in another college or university’s Criminal Justice or Criminology department.
- **Sport Management:** Any course with a SPM designation or included in another college or university’s Sport Management program.
- **Business Administration:** Any course with a BUS designation or included in another college or university’s business school.
- **Health Services Administration:** Any course with a HSA designation.
- **Interdisciplinary Studies:** A concentration area including a combination of any of the above courses which correlate in some manner to achieve student-developed learning outcomes. Such a concentration must not include more than 9 credit hours in one of the other concentrations offered.
- **Competency Courses:** Courses requiring a “C” or better upon completion and which include: ENG 101, ENG 102, CMN 101, and MAT 105 (General Education Mathematics) or higher. Articulated equivalencies may be used from another institution provided the student achieved a “C” or better.
- **World Culture or Diversity Courses:** Any course which includes a significant element of multiculturalism, pluralism, ethnic and racial diversity, gender differences, non-western cultures, foreign language, global perspectives in its course description or those Lincoln College courses identified as satisfying the requirement.
- **Arts and Sciences Department/Subject:** Any specific Arts and Science discipline area which includes the Arts and Humanities, Social and Behavioral Sciences, and Sciences and Mathematics.
- **Professional/Vocational School:** Any area or course not considered to be an Arts and Sciences content area including Business Administration, Criminal Justice Studies, Health Services Administration, Sport Management or any area or subject which concentrates on a specific vocation or skill.

ASSOCIATE DEGREE PROGRAMS

Associate degrees at Lincoln College are only offered in the Traditional Academic Program at the Lincoln campus. No associate degrees are offered in the Accelerated (ABE) Program.

General Associate Degree Requirements

To earn any associate degree from Lincoln College, students must meet the following requirements:

- Lincoln College cumulative grade point average of 2.00 or above for at least the number of credit hours (number of credits depending on the degree, minimum of 60) applied toward the associate degree
- Complete the last 20 of 27 credit hours at Lincoln College.
- Satisfy all requirements (credit hour distributions) of the student's specific associate degree program
- Complete the following required courses in all associate degrees: ENG 101 & ENG 102 with a "C" or better in both; CMN 101

Purpose of Associate Degree Programs

The purpose of the associate degrees at Lincoln College (associate of arts and associate of science) is to prepare students for transfer into a baccalaureate program or to provide employment opportunities. This preparation should ensure proficiencies in the program's learning outcomes and establish a foundation of interdisciplinary knowledge to prepare students to be responsible members of society.

Associate Degree Learning Outcomes

The Associate Degree Learning Outcomes are specifically aligned to the general education learning outcomes (GELOs) of Lincoln College. Students pursuing an associate degree are therefore equipped to stay at Lincoln College to earn their four-year bachelor degree or transfer to another institution with a degree which has established a strong foundation of general education classes for their transfer institution. The associate degree learning outcomes are:

Upon successful completion of an associate degree (arts or science), the graduate will be able to:

- I. Communicate effectively in oral and written forms. **(GELO I)**
- II. Responsibly apply information technology literacy skills. **(GELOs IV and V)**
- II. Use appropriate methods of scientific reasoning to develop solutions to a variety of problems. **(GELO II)**
- IV. Articulate how values and social responsibility shape decision-making. **(GELOs IV and V)**
- V. Analyze cultural expressions as an effective member of society. **(GELO III)**
- VI. Apply reasoned positions to various endeavors. **(GELOs II, III, and IV)**

Associate of Arts in General Studies

Associate of Arts Degree Requirements:

Successful completion of the Associate in Arts Curriculum (**60 hours**) distributed as follows:

- **Communications (9 hours):** Each of the following courses totaling a minimum of 9 hours: ENG 101 ("C" or better), ENG 102 ("C" or better; Prerequisite: "C" or better in ENG 101), CMN 101
- **Humanities and Fine Arts (9 hours):** Any 3 of the following courses totaling a minimum of 9 hours, fitting the following guidelines:
 - a) Selected courses must come from two different disciplines:
 - At least one course must have a Humanities prefix of ENG, HUM, PHL, REL or IDS
 - At least one course must have a Fine Arts prefix of ART, MUS or THE
 - b) If not previously selected in the Social Sciences offerings, choose at least one course marked as "Emphasis on Ethical Decision-making."

Fine Arts: ART 111, MUS 116, THE 105

Humanities: ENG 105, 106, 109, 201, 202, 207, 208; HUM 106, 108

- **Emphasis on Ethical Decision-making:** HUM 150, PHL 103, PHL 107, REL 102

Note: Please see course descriptions in this catalog for specific prerequisites to some of the above courses.

- **Natural Sciences (7 hours):** Any one course from the Life Sciences and any one course from the Physical Sciences as follows with at least one of the courses including a lab:
 - Life Sciences:** BIO 101, 102(L), 103(L), 104(L), 106(L), 107(L), 108(L), 120 (L), 208(L).
 - Physical Sciences:** CHM 101(L) CHM 140 (L); GEL 101 (L), 102; GEO 101, 102 (L)
- **Mathematics (3-4 hours):** Any one of the following courses totaling a minimum of 3 hours: MAT 105, 110, 119, 120 (Prerequisite: "C" or better in MAT 119), 123 (Prerequisite: "C" or better MAT 119), 125 (Prerequisite: "C" or better MAT 119), 130 (Prerequisite: "C" or better MAT 125), 231 (Prerequisite: "C" or better MAT 130), or 232 (Prerequisite: "C" or better MAT 231).

Note: Unless otherwise indicated, the pre-requisite for all eligible math courses is a grade of "C" or better in MAT 095 or placement into the college level math course

- **Social Sciences (9 hours):** Any 3 of the following courses totaling a minimum of 9 hours, fitting the following guidelines:
 - a) Selected courses must come from two different disciplines.
 - b) If not previously selected in the Humanities & Fine Arts offerings, choose at least one course marked as "Emphasis on Ethical Decision-making."ECO 107, 108; HIS 101, 102, 121, 122; POS 101, 102; PSY 208; SOC 101, 202, 203
 - **Emphasis on Ethical Decision-making:** PSY 101, 204

Note: Please see course descriptions in this catalog for specific prerequisites to some of the above courses.

- **Freshman Seminar (3 hours)**
 - Students entering Lincoln College with 0-15 credit hours are required to enroll in IDS 105 Freshman Seminar during their first semester at Lincoln College. Students entering Lincoln College with 15.1 – 45 credit hours are eligible to enroll in IDS 105, but are not required. When a student is eligible but not required to take IDS 105, it is considered waived as a general education requirement.
- **Electives (20 - 21 hours)**

Associate of Science in General Studies

Associate of Science Degree Requirements:

Successful completion of the Associate in Science Curriculum (60-64 hours) distributed as follows:

- **Communications (9 hours):** Each of the following courses totaling a minimum of 9 hours: ENG 101, ENG 102 (Prerequisite: ENG 101) with a “C” or better in each; CMN 101
- **Humanities and Fine Arts (6 hours):** Any 2 of the following courses totaling a minimum of 6 hours, fitting the following guidelines:
 - a) Selected courses must come from two different disciplines:
 - At least one course must have a Humanities prefix of ENG, HUM, PHL, REL or IDS
 - At least one course must have a Fine Arts prefix of ART, MUS or THE
 - b) If not previously selected in the Social Sciences offerings, choose at least one course marked as “Emphasis on Ethical Decision-making.”

Fine Arts: ART 111, MUS 116, THE 105

Humanities: ENG 105, 106, 109, 201, 202, 207, 208; HUM 106, 108

- **Emphasis on Ethical Decision-making:** HUM 150, PHL 103, PHL 107, REL 102

Note: Please see course descriptions in this catalog for specific prerequisites to some of the above courses.

- **Natural Sciences (10 - 11 hours):** Choose three of the following courses, with any one course from the Life Sciences and any one course from the Physical Sciences as follows with at least one of the courses including a lab:

Life Sciences: BIO 101, 102(L), 103(L), 106(L), 107(L), 108(L), 120 (L), 208(L).

Physical Sciences: CHM 101(L), CHM 140 (L), CHM 141 (L); GEL 101(L), 102; GEO 101, 102(L)

- **Mathematics (6 hours):** Any two of the following courses totaling a minimum of 6 hours: MAT 105, 110, 119, 120 (Prerequisite: “C” or better in MAT 119), 123 (Prerequisite: “C” or better MAT 119), 125 (Prerequisite: “C” or better MAT 119), 130 (Prerequisite: “C” or better MAT 125), 231 (Prerequisite: “C” or better MAT 130), or 232 (Prerequisite: “C” or better MAT 231).

Note: Unless otherwise indicated, the pre-requisite for all eligible math courses is a grade of C or better in MAT 095 (4) or placement into the college level math course

- **Social Sciences (6 hours):** Any 2 of the following courses totaling a minimum of 6 hours, fitting the following guidelines:
 - a) Selected courses must come from two different disciplines.
 - b) If not previously selected in the Humanities and Fine Arts offerings, choose at least one course marked as “Emphasis on Ethical Decision-making.”

ECO 107, 108; HIS 101, 102, 121, 122; POS 101, 102; PSY 101, 204, 208; SOC 101, 202, 203

- **Emphasis on Ethical Decision-making:** PSY 101, 204

Note: Please see course descriptions in this catalog for specific Prerequisites to some of the above courses.

- **Freshman Seminar (3 hours)**
 - Students entering Lincoln College with 0-15 credit hours are required to enroll in IDS 105 Freshman Seminar during their first semester at Lincoln College. Students entering Lincoln College with 15.1 – 45 credit hours are eligible to enroll in IDS 105, but are not required. When a student is eligible but not required to take IDS 105, it is considered waived as a general education requirement.
- **Electives (21 hours)**

Associate of Science - Pre-Nursing Designation

Purpose

The goal of the Pre-Nursing Designation at Lincoln College is to support the student's successful application and transfer to a Bachelor of Science in Nursing (BSN) program of their choice. All BSN granting institutions are seeking candidates with both (1) a set of the required prerequisite courses and (2) a strong overall grade point average (BSN programs do not typically require a specific Associate of Science or Associate of Arts degree). However, BSN programs can vary significantly in their prerequisites, and changes to these prerequisites occur over time. Therefore, the Pre-Nursing program as a plan of study is flexible in its component requirements, allowing each student to develop a course of study to meet individual needs as determined by their intended BSN program.

Associate of Science – Pre-Nursing Designation Requirements:

- Minimum cumulative grade point average of 2.75 required to earn Pre-Nursing Designation
- Successful completion of the Associate in Science Curriculum (**Minimum of 60 hours**) distributed as follows:
 - **Communications (9 hours):** Each of the following courses totaling a minimum of 9 hours: ENG 101 and ENG 102 (Prerequisite: ENG 101) with a "C" or better in each; CMN 101
 - **Language and Humanities (6 hours):** Must come from at least two different areas: Fine Arts, Humanities. PHL 103 or PHL 107 recommended

Note: Many BSN granting institutions recommend or require a PHL course as a humanities course – but students should consult with their intended BSN program for any specific course(s) which is/are required.

- **Mathematics (6-8 hours):** MAT 110 and one additional college level math course. Student should consult with intended BSN program for recommendations or requirements.

Note: Many BSN programs recommend MAT 110 (Elementary Statistics) - but students should consult with their intended BSN granting institution for any specific course(s) which is/are required.

- **Natural Sciences (10-11 hours):** Any one course from the Life Sciences and any one course from the Physical Sciences as follows with at least one of the courses including a lab:
Life Sciences: BIO 101, 102(L), 103(L), 104(L), 106(L), 107(L) (Prerequisite: BIO 120), 108(L) (Prerequisite: "C" or better in BIO 107), 120, 130, 208(L). BIO 120 required
Physical Sciences: CHM 101(L); GEL 101(L), 102; GEO 101, 102(L). CHM 101 required.
- **Social Sciences (6 hours):** Any 2 of the following courses totaling a minimum of 6 hours (Selected courses must come from two different disciplines): ECO 107, 108; HIS 101, 102, 121, 122; POS 101, 102; PSY 101, 204, 208; SOC 101, 202, 203. PSY 101 and PSY 208 recommended.

Note: Most BSN programs require at least three courses (9 hours) of social sciences.

Note: Please see course descriptions in this catalog for specific prerequisites to some of the above courses.

- **Electives (21 hours) – to include additional AS-PNR requirements listed below**
- **Required Courses in the Designation:** BIO 120, BIO 107 (Prerequisite: BIO 120), BIO 108 (Prerequisite: BIO 107), BIO 112, BIO 208 (Prerequisite: "C" or better in BIO 102 and CHM 101), CHM 101, MAT 110
- **Elective Courses:** Students should consult with their academic advisor and intended BSN program to identify any additional course recommendations or requirements.

COURSE DESCRIPTIONS

Course Numbering and Explanation

Courses are identified on College documents by both name (*Introduction to Literature*) and course number (*ENG 105*). The alphabetical prefix of the course number identifies the discipline through which the course is offered and the number indicates the academic level of the course. The following numbering system identifies the definition of the academic level of a course:

(1-99) Pre-college Level Courses

These course numbers indicate developmental, pre-college level classes which do not receive college credit, but which are calculated in the student's grade point average for determining academic standing at Lincoln College. These courses are not transferable to other post-secondary institutions.

(100-199) Lower Division Survey Courses

These numbers indicate introductory courses which typically survey an entire academic discipline and/or introduce students to the fundamental nature of a discipline's method of inquiry. Such courses are normally appropriate for fulfilling general education requirements.

(200-299) Lower Division Intermediate Courses

These numbers indicate courses which are intermediate in nature. These courses generally assume previous introduction to the discipline studied. Courses at this level provide basic understanding of material and provide students with the background necessary for more advanced study. These courses are also normally appropriate for fulfilling general education requirements.

(300-399) Upper Division Courses

These course numbers indicate upper division undergraduate courses that often require Prerequisites or that are of sufficient complexity or difficulty that they require a broader educational background and maturity to perform at optimal levels. Courses at this level require an advanced and rigorous level of study.

(400-499) Upper Division Advanced Courses

These numbers indicate advanced upper division undergraduate courses. These courses require previous, extensive study in the area or academic ability normally acquired during six full-time semesters of college work. Such courses may require students to work far more independently.

COURSE SEQUENCING

The following definitions of course sequencing are applicable to all Lincoln College courses.

- **Prerequisite Courses (Prerequisite):** A course or requirement which must be successfully completed **prior** to enrolling in a subsequent course(s). Prerequisite courses may not be waived or substituted without a legitimate rationale as determined by all of the following: the instructor, the division chair/lead faculty, and the Dean of Assessment and Academic Planning.
- **Corequisite Courses (Corequisite:):** Any course(s) which may be taken concurrently or prior to enrollment in another course(s). No prerequisite may be treated as a corequisite.
- **Recommended Sequence (Recommend):** Any course which is recommended by the Program/Department to be sequenced prior to enrollment in a subsequent course. While it is

strongly suggested to the student to complete the appropriate sequence of courses, it is not required that a student follow the sequence. Recommended sequencing indicates that a subsequent course does not require successful completion of the prior course.

PARTICIPATION COURSE POLICY

Participation Course Definition

Participation courses are credit bearing courses in which there is little to no work outside of the required participation times and/or students must audition/interview to be registered for the course. Generally, participation courses are worth one credit and include a limitation on the number of times such courses can be taken for credit and/or applied to earning a degree from Lincoln College.

Internships do not fall under the scope or definition of participation courses since internships apply to earning practical, independent work experience for a specific major requirement.

The *Table of Participation Course Identification and Guidelines* below indicates those courses which have been identified by the College as participation courses).

Limitations on Participation Courses

No more than 16 credits earned through participation courses may be applied to a four-year baccalaureate degree at Lincoln College. * No more than 8 credits earned through participation courses may be applied to a two-year (associates) degree at Lincoln College.

* Specific academic programs which require more than 12 credits of participation courses within the discipline to earn a specific academic major or minor are exempt from this limitation.

All participation courses taken must be taken in conjunction with a minimum of 12 semester credits of a core academic load (if the student is full-time) or 6 semester credits of core academic load (if the student is part-time). Participation courses do not count toward the semester core academic load, unless such courses are required by an academic major or minor.

Registration for Participation Courses

Registration and enrollment in participation courses must occur once the roster of participation is established and finalized. Students must be registered for participation course credits no later than the end of the 10th week of the semester in order to complete the requirements of the course and earn credit at the end of the semester.

Students who drop out of participation in the activity must be withdrawn from the course following the standard Lincoln College course enrollment policies earlier in this catalog.

Participation Course Identification and General Guidelines at Lincoln College

The following courses have been identified as participation courses and the limitations identified in the policy regarding participation courses are applicable to students seeking participation course credit to be applied as non-major electives to any degree.

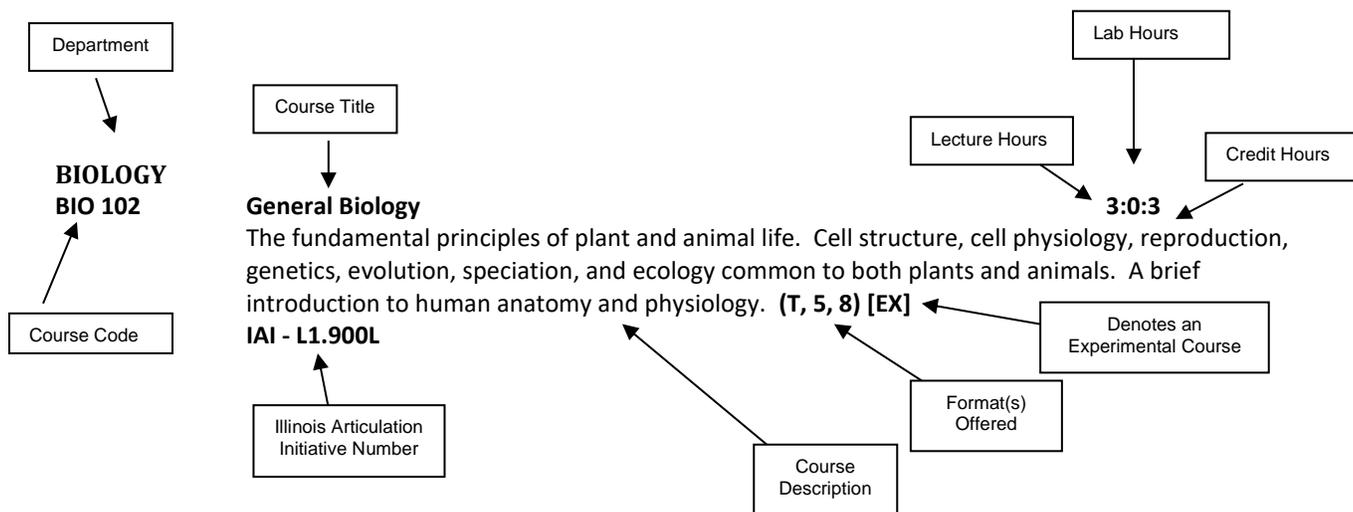
Department	Participation Course and Credit	Requirements
Communications: RTVNM Major	CMN 191 Radio Practicum 0:0:1 CMN 194 Television/Interactive Practicum 0:0:1	<ul style="list-style-type: none"> Students limited according to the requirements indicated in the policy. RTVNM majors are required to take all of these courses (total of 6 credits).
Dance	DAN 107 Dance Activities I 1:0:1 DAN 108 Dance Activities II 1:0:1 DAN 207 Dance Activities III 1:0:1 DAN 208 Dance Activities IV 1:0:1	<ul style="list-style-type: none"> Students limited according to the requirements indicated above. (Note: None of these courses are required in a Lincoln College academic program)
Music: Jazz Studies Major Vocal Performance Major	MUS 109 Lincoln College Chorale I 1:0:1 MUS 110 Lincoln College Chorale II 1:0:1 MUS 117 Show Choir I 1:0:1 MUS 118 Show Choir II 1:0:1 MUS 146 Chamber Choir I 1:0:1 MUS 147 Chamber Choir II 1:0:1 MUS 148 Chamber Choir III 1:0:1 MUS 149 Chamber Choir IV 1:0:1 MUS 151 Jazz Combo I 1:0:1 MUS 209 Lincoln College Chorale III 1:0:1 MUS 210 Lincoln College Chorale IV 1:0:1 MUS 217 Show Choir III 1:0:1 MUS 218 Show Choir IV 1:0:1 MUS 338 Advanced Jazz Ensemble 2:0:2	<ul style="list-style-type: none"> Students limited according to the requirements indicated in the policy. Jazz Studies students should consult the requirements of the academic major. Vocal students should consult the requirements of their academic program (major or minor).

	MUS 351 Advanced Jazz Combo	2:0:2	
Physical Education	PER 120 Running/Jogging for Fitness PER 122 Yoga for Fitness I PER 123 Yoga for Fitness II PER 139 Pilates I Mat Class PER 141 Pilates II Mat Class PER 150 PE Activity I PER 151 PE Activity II PER 153 Weight Lifting/Fitness I PER 154 Weight Lifting/Fitness II PER 158 Circuit Training I PER 159 Circuit Training II PER 164 Aerobics I PER 165 Aerobics II	2:0:1 2:0:1 2:0:1 2:0:1 2:0:1 2:0:1 2:0:1 2:0:1 2:0:1 2:0:1 2:0:1 2:0:1	<ul style="list-style-type: none"> PE Participation limited according to the requirements indicated in the policy.
Theatre: Theatre Major	THE 107 Dramatic Activities THE 108 Theatre Practicum I THE 109 Theatre Practicum II THE 208 Theatre Practicum III THE 209 Theatre Practicum IV THE 308 Theatre Practicum IV THE 309 Theatre Practicum IV THE 408 Theatre Practicum IV THE 409 Theatre Practicum IV	1:0:1 1:0:1 1:0:1 1:0:1 1:0:1 1:0:1 1:0:1 1:0:1 1:0:1	<ul style="list-style-type: none"> Students limited according to the requirements indicated in the policy. Theatre majors must take THE 108, 109, and at least five of THE 208, 209, 308, 309, 408, and 409.

COURSE LISTING SYSTEM

Courses are listed alphabetically by department. Course format options are indicated by a “T” if offered in the traditional program at the Lincoln Campus, a “5” if offered as an accelerated 5-week format, and a “8” if offered as an accelerated 8-week format. The Boldface print that follows the course description indicates courses that have been accepted for transfer as part of the Illinois Articulation Initiative (IAI.) (*The IAI is a statewide agreement between public colleges and universities and some private schools that is designed to facilitate timely degree completion for students who transfer between institutions. For further information, see an academic advisor or refer to the IAI section in this catalog.*)

Sample Course Listing



COURSE DESCRIPTIONS BY DISCIPLINE

ANTHROPOLOGY

- ANT 302 Global Issues 3:0:3**
Surveys major problems affecting humanity globally such as hunger and poverty, economic underdevelopment, environmental degradation, pollution, global warming, overpopulation, population displacement, urbanization, health and disease, the AIDS epidemic, war and genocide, energy, water, information technology, and globalization. **(T, 5, 8)**

ART

- ART 101 Basic Drawing 3:0:3**
This course is an exploration of the basic elements of drawing using a variety of traditional mediums. Studio fee. **(T)**
- ART 111 Art Appreciation 3:0:3**
This course is a survey covering a broad spectrum to introduce art styles, functions, mediums, and elements of visual art. **(T, 5, 8)**
IAI-F2.900
- ART 121 Painting I 3:0:3**
This course covers the fundamentals of painting with oil and acrylic and stresses individual development and exploration of the media and compositional problems of painting. Studio fee. **(T)**
- ART 122 Painting II 3:0:3**
This course includes a more extensive development of techniques and methods of applying paint. Color theory and a more in-depth look at painting in art history are investigated. Experimentation in a variety of mediums and styles is further encouraged. Studio fee. Prerequisite: ART 121. **(T)**
- ART 123 Art History 3:0:3**
The emphasis of this course will be on basic art and historical approaches, such as, for example, stylistic analysis, iconographic study, and historical development of techniques, materials, and formats. Rudimentary art, historical terms, and concepts will be explained and essential vocabulary in the field stressed. The course is a survey of visual art and artists from the Pre-Historic period through the Middle Ages. **(T, 5, 8)**
IAI-F2. 901
- ART 124 Art History II 3:0:3**
The focus of this course is on the history and study of artists and their art in the fields of painting, sculpture, and architecture. It is a continuation of Art History I, focusing on visual art and artists from the Early Renaissance to Neo-Classical Period. **(T)**
IAI-F2.902
- ART125 Art History III 3:0:3**
The focus of this course is on the history and study of artists and their art in painting, sculpture, and architecture from the Romantic Period, circa 1775 to the present. (This is a continuation of Art History II.) **(T)**
IAI-F2.902
- ART 126 Basic Design 3:0:3**
This course is an exploration of basic elements of two-dimensional design as they relate to composition and expression. Studio fee. **(T)**
- ART 127 Drawing II 3:0:3**
This course includes advanced projects in drawing and a further investigation into drawing problems and mediums. Studio fee. Prerequisite: ART 101. **(T)**

- ART 221 Painting III 3:0:3**
This course includes a more extensive development of techniques and methods of applying paint. Color theory and a more in-depth look at painting in art history are investigated. Experimentation in a variety of mediums and styles is further encouraged. Studio fee. Prerequisite: ART 122. **(T)**
- ART 222 Painting IV 3:0:3**
This course includes a more extensive development of techniques and methods of applying paint. Color theory and a more in-depth look at painting in art history are investigated. Experimentation in a variety of mediums and styles is further encouraged. Studio fee. Prerequisite: ART 221. **(T)**
- ART 226 Drawing III 3:0:3**
This course is an advanced investigation into drawing problems through a series of individual projects. The emphasis is on developing the student's personal expression and imagery. Studio fee. Prerequisite: ART 127. **(T)**
- ART 227 Drawing IV 3:0:3**
This course is an advanced investigation into drawing problems through a series of individual projects. The emphasis is on developing the student's personal expression and imagery. Studio fee. Prerequisite: ART 226. **(T)**
- ART 229 Illustration 3:0:3**
This course is an exploration in descriptive and conceptual illustration expanding the student's knowledge of the process and techniques for illustration, utilizing a variety of traditional and digital media. Studio fee. **(T)**
- ART 230 Design II 3:0:3**
The course covers advanced problems in design and a further investigation into three-dimensional design problems and mediums. Studio fee. Prerequisite: ART 126. **(T)**
- ART 301 Understanding the Arts 3:0:3**
Ways of seeing and discussing art from around the world, including painting, sculpture, prints, photography, architecture, and other historical and contemporary media. Focus is on understanding of form and expression in works of art. Prerequisite: Junior/Senior standing. **(T, 5, 8)**

BIOLOGY

- BIO 101 General Survey of Biology 3:0:3**
This course presents the fundamental principles of plant and animal life. Topics considered include biochemistry, cell structure, cell physiology, reproduction, genetics, evolution, and ecology common to both plants and animals. **(T, 5, 8)**
IAI-L1.900
- BIO 102 General Biology for Non-Majors (Lab) 3:2:4**
This course presents the fundamental principles of plant and animal life. Topics considered include biochemistry, cell structure, cell physiology, reproduction, genetics, evolution, and ecology common to both plants and animals. Weekly laboratory exercises illustrate and emphasize important biology concepts encountered in the text and classroom and include activities such as laboratory experiments, computerized virtual labs, and field observations. Lab fee. **(T, 5, 8)**
IAI-L1.910L

- BIO 106 Environmental Biology 3:2:4**
 This is a laboratory science course developed around the study of natural and human-altered environments. It includes the study of the causes, effects, and possible control methods of various human-caused sources of pollution. Laboratory exercises involve field work as much as possible. Experiences will include biological sampling techniques, water testing, soil testing, comparison of several terrestrial and aquatic ecosystems, and fundamentals of plant and animal classification. **(T)**
IAI-L1.905L
- BIO 107 Anatomy and Physiology I 3:2:4**
 This course is the study of the structure and functions of the various organs-systems of the human body. The course emphasis will be on the skeletal, integumentary, muscular, nervous, and endocrine systems. Laboratory work will include microscopic study of the basic tissues as well as gross study of the organs that compose these systems. Prerequisite: BIO 120. **(T)**
- BIO 108 Anatomy and Physiology II 3:2:4**
 This course is a continuation of the study of the structure and functions of the various organs-systems of the human body. The course emphasis will be on the circulatory, respiratory, digestive, excretory, and reproductive systems. Laboratory work will include microscopic study of the basic tissues as well as gross study of the organs that compose these systems. Prerequisite: "C" or better in BIO 107. **(T)**
- BIO 112 Fundamentals of Nutrition 3:0:3**
 This course is the study of the basic principles of nutrition, including nutrient needs, functions, food sources, nutrition and health, nutrition needs at different ages, and current topics in nutrition. **(T)**
- BIO 120 General Biology I for Majors 3:3:5**
 General Biology I is the first in a two-course sequence designed to be an introduction to scientific inquiry in the biological sciences for majors in conservation biology, exercise science, and related fields. This course will provide students with a foundation in modern and essential topics of biology, including, the study of chemistry as it relates to biology, the cell concept, an introduction to genetics, and mechanisms of evolution. Students will participate in a weekly 3-hour lab that introduces them to the foundations of the scientific method, including, experimental design, hypothesis testing, analyzing data, basic computing skills needed for visualizing data, and fundamental statistical tests. In addition, students will also participate in a weekly 1-hour practicum to improve study skills and comprehension of general biology with the goal of helping students complete the introductory biology series with competitive grades. Prerequisite: "C" or better in MAT 095. **(T)**
- BIO 121 General Biology II for Majors 3:3:4**
 General Biology II is a continuation of General Biology I for majors in conservation biology, exercise science, and related fields. This course will provide a survey of principals of biology with an emphasis on the diversity of life, the structure and function of microorganisms, plants, and animals, and a general overview of their taxonomy. The laboratory portion will engage students in experiments to experience firsthand different physiological adaptations of key taxonomic groups through dissections and observations of specimens. Prerequisite: "C" or better BIO 120. **(T)**
- BIO 130 Introduction to Evolution (Non-Lab) 3:0:3**
 This course examines the origin of life and its diversification from a scientific perspective. Included will be a description of population genetics, sources of genetic variation, and mechanisms of evolutionary change, with evidence from paleontology, biochemistry, comparative physiology, and anatomy. There will be discussions of the historical development of modern evolutionary theory. **(5,8)**
IAI-L1.907
- BIO 202 Botany 3:3:4**
 This course includes provides an overall study of the plant kingdom with an emphasis on its diversity, morphology, anatomy, classification, identification of Midwest local flora as well as iconic species in conservation biology, and teaching students how to collect and prepare herbarium specimens. This

course includes a three-hour laboratory session each week. Offered alternate fall semesters. Prerequisite: "C" or better in BIO 121. **(T)**

- BIO 204 Vertebrate Zoology 3:3:4**
This course will provide a detailed overview of vertebrates including their phylogenetic relationships, life histories, comparative anatomy and physiological, adaptations, behavior and conservation. This course will include a weekly 3-hour laboratory session where students will perform observational studies through dissections, fossils, DNA, and field work to see first-hand the variation between major taxonomic groups. Prerequisite: "C" or better BIO 121. **(T)**
- BIO 205 Genetics 3:3:4**
This course introduces students to molecular techniques through lab while also providing an in-depth, background in all areas of classic Mendelian genetics, population and evolutionary genetics, and molecular genetics. Includes a weekly 3-hour lab. Prerequisite: "C" or better in BIO 120. **(T)**
- BIO 208 Microbiology 3:3:4**
This course is an introduction to the basic principles of microbiology with emphasis on identification, morphology, physiology, pathogenesis, and control of microorganisms, especially as relevant for health and health care. Prerequisite: "C" or better in BIO 102; "C" or better in CHM 101 or CHM 140. **(T)**
- BIO 300 Environmental Sustainability 3:2:4**
This course focuses on the principles of environmental sustainability founded in interdisciplinary and systems perspectives. Topics include sustainability of our natural resource system; natural chemical, physical, and biological systems which affect and influence sustainable practices; and policies and economics of environmental sustainability. Includes a weekly 2-hour lab. Prerequisite: BIO 106. **(T)**
- BIO 301 The American Environment 3:0:3**
This course examines basic ecological principles governing the relationship of natural resources to modern society. Emphasizes the interrelationship between the natural sciences, humanities, and social sciences in the understanding of environmental problems and suggests possible ways of dealing with them. Prerequisite: BIO 101/ BIO 102 or BIO 106 or equivalent **(T, 5, 8)**
- BIO 305 Evolution 3:0:3**
The course investigates the process of biological evolution and the evolutionary history of life on Earth. Topics to be covered include natural selection, speciation (the formation of new species), and other causes of evolutionary change; the methods that evolutionary biologists use to investigate evolutionary processes and history; and an overview of life's history, focusing on major evolutionary innovations and transitions. Prerequisite: BIO 205. **(T)**
- BIO 310 Ecology 3:2:4**
A course in general ecology designed for undergraduate majors in biology. The course will cover the following topics: how the world works, its structure, history, and evolution; the Earth in space and extra-terrestrial influences; the energy budget and atmospheric circulation (weather); ecosystems and the flow of energy; biomes of the Earth; biogeochemical cycling; adaptations of plants and animals to their environments; population dynamics; interactions between organisms including the concepts of symbiosis and succession; human technology and ecological problems; and ideas for developing new relationships between human technology and ecological problems; and ideas for developing new relationships between humans and the natural systems we need for future survival. This course includes a weekly 2-hour laboratory session to allow for travel time to various field sites. Prerequisite: BIO 300. **(T)**
- BIO 370 Conservation Biology 3:0:3**
This course provides an overview of conservation biology including the causes and consequences of biodiversity loss, established and emerging conservation approaches and strategies, and the ecological and evolutionary theory that underlies these approaches. The focus of this course is on ecological and evolutionary dimensions of conservation, rather than human dimensions which are covered in other

courses, though the human component is a central part of class discussions on biodiversity threats and complexities of implementing science-based conservation policy and management.

Prerequisite: BIO 300 and BIO 205. **(T)**

- BIO 403 Freshwater Ecology 3:3:4**
This course focuses on the physical, chemical, and biological processes of lakes, streams and wetlands. The course will examine the interaction of aquatic organisms between themselves and with their physical and chemical environment. Concepts and methods of limnological research will be applied to an investigation of problems currently facing freshwater environments. This course includes a 3-hour field and laboratory component. Prerequisite: BIO 310 and Senior standing. **(T)**
- BIO 404 Bioinformatics 3:2:4**
This course focuses on practical aspects of biological databases and analyses of molecular data. Students will learn about vast resources available, how to access them, and retrieve only the desired information. Sequence comparison and alignment methods will be presented. We will discuss practical aspects of such algorithms as dot matrix plots, dynamic programming, BLAST, and FASTA. Different strategies of multiple alignments will be discussed as well. Students will cover computational genomics and computational analysis of gene expression. Students will learn how to assemble short sequences into long contigs and how to infer biological information from raw sequence data. Students will learn how to analyze protein sequences and structural modeling. The whole course will be well balanced between theoretical description of computational biology methods and practical aspects of bioinformatics. Includes a weekly 2-hour lab Prerequisite: BIO 205 and MAT 110. **(T)**
- BIO 491 Environmental Internship 3:0:3**
This internship allows students to apply the science skills of research, writing, and analysis in work situations, thereby enhancing the development of these skills. Local organizations will be solicited for student involvement. Students will complete the equivalent of 30 hours of internship work for each credit hour of the course (90 hours total). Students must complete a pre-registration checklist the semester before their Senior Internship to secure their internship site and internship learning outcomes. Prerequisites: Senior standing and permission of Lead Faculty in Environmental Sciences. **(T)**
- BIO 495 Capstone Senior Seminar in Environmental Science 3:2:4**
This capstone course requires an advanced analysis through a seminar format of a particular topic in Environmental Science, selected in consultation with the department through the Lead Faculty member. Applying a locally important environmental perspective, each student will work in an environmental biology setting as coordinated through the department and will research and write a substantial paper on the seminar topic selected, presenting their findings orally. The final research product will be discussed in the context of the learning outcomes of the Bachelor of Science in Environmental Sciences degree. Prerequisite: Senior Standing, taken in last semester of the program. **(T)**

BUSINESS

- BUS 101 Financial Accounting 3:0:3**
The emphasis of this course is on the accounting cycle, accruals, current assets and liabilities, long-term assets and liabilities, stockholder's equity, and cash flow statements. Focus is also on concepts of financial statements for external users. Prerequisite: "C" or better in MAT 095 or College-Level Math Placement. Recommended sequence: Concurrent enrollment or completion of MAT 119 and Sophomore standing. **(T, 5, 8)**
IAI Major – BUS 903
- BUS 102 Managerial Accounting 3:0:3**
This course covers accounting systems for producing information for internal management. The emphasis on cost, profit analysis, budgeting, present value, performance evaluation, and other quantitative methods used for short-term and long-term internal managerial decision-making. Prerequisite: "C" or better in BUS 101. **(T, 5, 8)**
IAI Major – BUS 904

- BUS 105 Introduction to Business** **3:0:3**
 This course provides a general survey of the field of business in the American free enterprise economy. It is designed for students who plan to concentrate in business and for others who are interested in a broad general knowledge of business. Students become acquainted with business ownership, finance, management, marketing, and business-government relations. This course is recommended as a first elective in the business curriculum. **(T)**
- BUS 115 Computer Software Applications for Business (formerly CSC 115)** **3:0:3**
 This course is designed to introduce students to Microsoft Office Suite for Windows – Access, Excel, Outlook, PowerPoint, and Word – including Internet access methods and basic file management techniques. The course will cover foundational aspects of database development and management, spreadsheets, e-mail and calendar management, presentation software, and word processing that are applicable in every-day business environments. Considerable time in the computer lab is required. **(T, 5, 8)**
IAI Major – BUS 902
- BUS 166 Management Information Systems** **3:0:3**
 Course covers fundamental concepts of computers and business information systems. Emphasis on intermediate skills in microcomputer application software and introduction to system development design techniques and tools. **(T, 5, 8)**
- BUS 200 Small Business Management** **3:0:3**
 Course covers management as it applies to starting and managing a small business. Course topics include entrepreneurship, family business, small business in the economy, business plans, market analysis, buying an existing or franchise business, location and facilities, financial planning, legal aspects, consumers, product distribution, prices, credit, personal selling, advertising, and sales. **(5, 8)**
- BUS 201 Entrepreneurial Finance** **3:0:3**
 This course provides students with an understanding of the financial aspects of starting, funding, and operating an entrepreneurial venture. Topics covered include analyzing financial statements, creating financial forecasts, and capital budgeting for a new business. **(5)**
- BUS 202 Foundations of Entrepreneurship** **3:0:3**
 Entrepreneurship applies business principles to planning, organizing, and operating an entrepreneurial enterprise. This course provides students with the understanding of the entrepreneurship process: recognize opportunity, identify target market, convert idea to concept, determine and acquire resources, implement and lead the organization, and harvest and exit. Searching for a valid business model, students will take their business idea through the process and create a business plan. Students will also acquire an understanding of business ethics and social responsibility in the business creation process. **(T)**
- BUS 203 Principles of Marketing** **3:0:3**
 Course covers marketing functions, methods, institutions, cost, price policies, manufacturers, wholesalers, brokers, and consumer behaviors. Course covers recent marketing legislation and current merchandising developments; specifically oriented to development of marketing and merchandising theory including marketing research. Prerequisite: “C” or better in ENG 102. **(T, 5, 8)**
- BUS 205 Principles of Management** **3:0:3**
 Course introduces the field of management and the fundamentals of planning, organizing, leading, and controlling. This course surveys the functional areas in management and prepares students for advanced study in management. Prerequisite: “C” or better in ENG 102. **(T, 5, 8)**
- BUS 241 Principles of Retailing** **3:0:3**
 Course provides a study of retailing’s role in a global economy through the examination of the history of retailing, present retailing trends and customer preferences, as well as the future of retailing in terms of electronic and television retailers. **(T)**

- BUS 242 Principles of Advertising** **3:0:3**
 Course integrates theory and practice in examining advertising's role in marketing and society. The course also examines the past, present, and future of advertising. **(T)**
- BUS 301 Principles of Finance** **3:0:3**
 Course introduces the operations, mechanics, and structure of financial systems. Financial analysis, working capital investment, capital budgeting, and valuation emphasized. Prerequisite: "C" or better in BUS 101; MAT 120. **(T, 5, 8)**
- BUS 302 Cost Accounting** **3:0:3**
 This course examines the cost accounting systems, job and process cost systems, cost accumulations, planning and control of costs, budgeting, standard costs, cost analysis, profit analysis and other related topics. Prerequisite: BUS 102; Recommended: BUS 166 **(5, 8)**
- BUS 304 Fund Accounting** **3:0:3**
 This course provides the student with a background in basic concepts and techniques of accounting and financial reporting practices in non-profit organizations such as municipalities, colleges/universities, healthcare providers, and other non-governmental organizations. This course will closely examine financial reporting, the accounting cycle, and financial statements. Prerequisite: BUS 101; Recommended: BUS 166 **(5, 8)**
- BUS 306 Business Law I** **3:0:3**
 This course provides an overview of business law and the legal environment of business, including contracts, agency, commercial paper, bailment, and personal property. Prerequisite: Junior/Senior standing **(T, 5, 8)**
- BUS 307 Business Law II** **3:0:3**
 This course focuses on sales, partnerships, corporations, real property, insurance, bankruptcy, wills and estates, and the Uniform Commercial Code. Prerequisite: Junior/Senior standing. **(T, 5, 8)**
- BUS 310 Operations Management** **3:0:3**
 This course focuses on the role of technology and employees in the transformation of inputs into outputs. Emphasizes the role of operations in both manufacturing and services to provide quality end products to consumers. Prerequisite: MAT 120 and Senior standing; Corequisite: BUS 205. **(T, 5, 8)**
- BUS 313 International Business** **3:0:3**
 The international dimensions of management, including organizational alternatives, trade policies, influence of economic nationalism, international monetary system and finance, international competition, and problems of less developed countries. The course uses case studies and small group discussion to address major issues such as government policy and trade restrictions, foreign exchange and balance of payments, regional trade integration and the international monetary system. Prerequisite: Junior/Senior standing. **(T, 5, 8)**
- BUS 314 Human Resource Management** **3:0:3**
 This course lays a foundation of employment law and examines the human resource functions of recruitment, selection, training, performance appraisal and compensation with respect to employment law. Other areas such as job analysis and labor relations are studied. Corequisite: BUS 205 **(T, 5, 8)**
- BUS 315 International Finance** **3:0:3**
 This course covers the fundamentals of international finance, including the international trade process and related financial instruments. Exchange rates, international investments, and multinational corporate finances. Prerequisite: BUS 101 and BUS 301 **(T, 5, 8)**

- BUS 316 Workforce Diversity 3:0:3**
The course explores the impact of cultural diversity on personal and organizational effectiveness from a leadership perspective. Diversity viewed as an asset to the organization, not a problem to be managed. Case studies, role-play exercises, and simulation games used to explore keys to effective communication and cooperative working relationships among people of differing backgrounds. Also explores the value of appreciating cultural diversity for the global manager. Prerequisite: Junior/Senior standing. **(T, 5, 8)**
- BUS 318 Organizational Behavior and Theory (Cross-Listed with ORL 318) 3:0:3**
This course examines behavior at the individual level, group level, and organization (system-wide) level, and how each level of behavior impacts organizational goals and performance. Pertinent topics at the individual level include personality and motivation; at the group level, leadership and group dynamics; and, at the organization level, organizational structure and organizational culture. The cumulative effect/integration of behavior at each level is examined on organization-wide effectiveness and efficiency. Corequisite: BUS 205 **(T, 5, 8)**
- BUS 321 Quantitative Analysis for Business 3:0:3**
This course uses both qualitative and quantitative factors in making business decisions. Scientific approaches to making managerial decisions are discussed and applied. Prerequisite: MAT 110 and MAT 120; Senior standing. **(T, 5, 8)**
- BUS 405 Launching an Entrepreneurial Venture 3:0:3**
This “hands-on” applied course focuses on the creation, evaluation, development and launch readiness of a new business or social venture. Key issues addressed in the formal venture planning processes include business model development, customer discovery, product or service innovation, brand development, financing, and legal considerations. Throughout the course students will refine their venture’s business model based on feedback provided. Prerequisite: “C” or better in both BUS 201 and 202 and Junior/Senior standing. **(T, 5, 8)**
- BUS 410 Business Ethics 3:0:3**
This course examines business ethics in an organizational and managerial framework to resolve ethical issues in today’s workplace. The course emphasizes ethical decision-making, codes of conduct, global ethical issues, and auditing effective ethics programs. Prerequisite: Junior/Senior standing **(T, 5, 8)**
- BUS 412 Organizational Leadership (Cross-Listed with ORL 412) 3:0:3**
Course identifies leadership styles and explores findings on leadership and corporate culture based on research by behavioral scientists and experts in the field of management. Course focuses on inter-personal and group processes that can facilitate organizational change. Topical focus is on motivation, perception, communication, decision-making, and leadership as they relate to the role of the manager within an organization. Prerequisite: BUS 318 or ORL 318. **(T, 5, 8)**
- BUS 413 Strategic Management 4:0:4**
Course must be taken in final senior semester. The course will focus on strategic management concepts in strategy formulation, implementation, management, and evaluation. This capstone course will allow students to use knowledge and skills gained from prior coursework in accounting, finance, human resources, marketing, and operations management to explore organizational problems using real-world business case studies. Prerequisite: Last semester in program and completion with a grade of “C” or better in BUS 101, BUS 102, BUS 203, BUS 301, BUS 310, and BUS 314; No dual enrollments. (Students are responsible for business simulation fee). **(T, 5, 8)**
- BUS 490 Projects in Accounting 3:0:3**
An elective course designed for students capable of advanced independent study in accounting under the supervision of faculty. Students will conduct a project on a topic not in the curriculum or a topic that will provide experiential learning. May be repeated only once up to 6 credit hours. Prerequisite: Junior/Senior standing and permission of Business Division Chair. **(T, 5, 8)**

- BUS 491 Internship in Business Management** **3:0:3**
 Culminating experience allowing students the opportunity to demonstrate knowledge and skills in an appropriate professional setting based upon their training and experience. Represents a culminating experience and should only be conducted with all other coursework is complete. Requires a minimum of 30 on-site clock hours per one credit hour. Advance registration, completion of internship checklist pre-registration, interview with Division Chair of Business to discuss learning outcomes, and approval of internship coordinator. Prerequisite: 90 credit hours required before registration and permission of Business Division Chair. **(T, 5, 8)**
- BUS 492 Individualized Study/Readings in Management** **3:0:1-3**
 An elective course designed for students capable of advanced independent study in management under the supervision of faculty. May be repeated for a total of 6 credit hours. Prerequisite: Senior standing and permission of Division Chair of Business. **(T, 5, 8)**
- BUS 496 Advanced Special Topics in Management** **3:0:3**
 A senior level course in which advanced students will pursue an intensive study of current topics in management. Topics may include but are not limited to: international management, management consulting, change management, non-profit management, or sustainability. Course cannot be repeated for credit. Prerequisite: Senior standing and permission of Business Division Chair. **(T, 5, 8)**

CHEMISTRY

- CHM 101 Fundamentals of Chemistry** **3:2:4**
 This is a laboratory course emphasizing the general principles and theories of chemistry, including fundamentals of inorganic chemistry, atomic structure, and states of matter, bonding, stoichiometry, acid-based concepts, periodicity, and solution chemistry. The laboratory exercises develop skills in critically observing chemical phenomena, describing findings in the laboratory setting, and utilizing electronic resources for obtaining and analyzing data. Prerequisite: MAT 095 or college-level mathematics placement. **(T)**
IAI-P1.902L
- CHM 140 General Chemistry I** **3:3:4**
 This course discusses general inorganic chemistry with emphasis on developing a chemical vocabulary and reasoning ability. Topics in general chemistry, including stoichiometry, periodicity, reaction types, the gaseous state, solution stoichiometry, chemical equilibria, acid-base equilibria, dissolution-precipitation equilibria. Includes a weekly 3-hour lab. Prerequisite: "C" or better in MAT 095; Corequisite: MAT 119 or higher-level mathematics placement. **(T)**
IAI - P1.902L
- CHM 141 General Chemistry II** **3:3:4**
 This course is a continuation of CHM 140. Topics in general chemistry including phase transitions, thermochemistry, spontaneity/equilibrium, electrochemistry, kinetics, bonding, order/symmetry in condensed phases, coordination compounds, descriptive chemistry. Includes a weekly 3-hour lab Prerequisite: "C" or better in CHM 140 and MAT 119. **(T)**
- CHM 240 Organic Chemistry I** **3:3:4**
 The fundamental structures of organic molecules and the spectroscopic methods used to define them are studied. A comprehensive understanding of the reactions and properties of organic molecules (from kinetic, thermodynamic, and mechanistic viewpoints) is developed and applied to the synthesis of organic compounds and to an appreciation of nature's important molecules Includes a weekly 3-hour lab. Prerequisite: CHM 141.
- CHM 241 Organic Chemistry II** **3:3:4**
 This is a continuation of Organic Chemistry I (CHEM 240). Topics will include simple and complex reaction mechanisms, properties and reactions of aromatics, amines, and carbonyl compounds with emphasis on

product synthesis and strategies, and introduction to spectroscopy. Includes a weekly 3-hour lab. Prerequisite: CHM 240.

- CHM 250 Analytical Chemistry** **3:3:4**
An introduction to the theory and practice of quantitative analysis with focus on data analysis and interpretation. Topics discussed and laboratory methods include gravimetric analysis, chemical equilibria, spectroscopy, separation and electroanalytical techniques, and statistical analysis of data and error. Prerequisite: CHM 141 and MAT 110.
- CHM 300 General Biochemistry** **3:3:4**
General biochemistry will teach students about the chemical and physical properties of cellular components such as proteins, carbohydrates, lipids, and other biomolecules while relating them back to the context of physiological conditions of living organisms and living matter. Students will examine the chemical and physical properties of enzyme and enzyme-catalyzed reactions and relate the chemical and physical properties of biomolecules to biochemical reactions and the signaling pathways. Students will participate in a weekly 3-hour laboratory component. Prerequisite: "C" or better in CHM 240.
- CHM 315 Principles of Environmental Toxicology** **3:0:3**
This course will provide students with an appreciation and understanding of the principles of environmental toxicology and chemistry including the sources, fate, and effects of chemicals in the environment. Emphasis is on contemporary problems in human health and the environment. Successful completion of this course will allow students to connect and utilize scientific principles to investigate environmental problems, quantitatively predict and model chemical exposure and effect, and assess risk. Prerequisite: CHM 300. (T)

COMMUNICATIONS

- CMN 101 Fundamentals of Speech (formerly SPE 101)** **3:0:3**
This course covers the basics of communication theory and listening as well as development of practical skills in public speaking. The emphasis is on speech composition and delivery in the areas of informative speaking, persuasive speaking, and small group discussion. Special attention is given to individual needs. (T, 5, 8)
IAI - C2.900
- CMN 105 Principles of Broadcast Announcing** **3:0:3**
This course covers broadcast announcing principles and techniques used in creating, reading and delivering commercials, news, interviews, public service announcements, and special events. (T)
- CMN 109 Business Communication** **3:0:3**
Practical application of oral/written communication skills in a business and/or organizational setting. Includes public speaking, electronic communication, business writing, teamwork, leadership, meetings, listening, and interviewing. (T, 5, 8)
- CMN 130 Introduction to Mass Communication** **3:0:3**
In addition to studying the process, theory, and models of mass communication, the course covers the histories and structures of the print media (newspapers, magazines, books) and the electronic media (radio, recording, motion pictures, television) as well as the interdependence among the various media. Special emphasis will be placed on mass media economics and the social effects of mass communication. (T)
- CMN 135 Electronic Media Writing** **3:0:3**
This course emphasizes writing for visual and audio presentations, including continuity, commercials, public service announcements, news, and special events. (T)
IAI Major – MC.917

- CMN 191 Radio Practicum** **0:0:1**
 Practicum course to reinforce broadcast announcing skills by working on the air at WLNK-FM. Students are limited to a maximum of 1 Radio and 1 TV/Digital Media practicum per semester, up to a maximum of 8 Radio and 8 TV/Digital Media practicum credits while enrolled at Lincoln College. In order to complete the baccalaureate degree in Radio, Television, and New Media, students must successfully complete at least three credits of both CMN 191 and CMN 194. **(T)**
- CMN 194 Television/Digital Media Practicum** **0:0:1**
 Practicum course to reinforce on camera skills by working at LCTV. Students are limited to a maximum of 1 Radio and 1 TV/Digital Media practicum per semester, up to a maximum of 8 Radio and 8 TV/Digital Media practicum credits while enrolled at Lincoln College. In order to complete the baccalaureate degree in Radio, Television, and New Media, students must successfully complete at least three credits of both CMN 191 and CMN 194. **(T)**
- CMN 227 Audio Production (Formerly BRC 227)** **3:0:3**
 This course examines the concepts and principles of audio production for radio stations. In addition to learning basic fundamentals, students will be introduced to the preparation, production, and direction of program materials by utilizing the production studio of WLNK-FM. Prerequisite: CMN 105. **(T)**
IAI Major – MC.915
- CMN 247 Video Production** **3:0:3**
 This course introduces the principles of video production for television and new media outlets. In addition to learning basic fundamentals of the camera, students are introduced to the preparation, editing, and production of materials by utilizing the studios of LCTV. Prerequisite: CMN 105 **(T)**
IAI Major – MC.916
- CMN 260 Small Group Discussion** **3:0:3**
 This course deals with the theory and practice of leadership and participation in small group discussion and decision-making. Prerequisite: CMN 101. **(T, 5, 8)**
- CMN 291 Audiovisual Lab** **3:0:3**
 Practicum course to provide a more detailed assessment of student skills in the areas of radio announcing, news/public affairs, and production/copywriting; and television/interactive performance, technical, production, field production, post production, and editing. Prerequisite: Sophomore standing (at least 30 completed hours) **(T)**
- CMN 302 Techniques of Persuasion** **3:0:3**
 Surveys the theoretical and empirical literature relating to persuasion and public opinion. Examines how persuasive messages are crafted and their impact on individual and group attitudes, beliefs, and behaviors. **(T, 5, 8)**
- CMN 303 Presentation Design** **3:0:3**
 Improves speaking and listening abilities through the study and practice of public speaking. Main focus is on the construction, expression, and generation of responses to both informative and persuasive forms of public discourse. Coherent argument with a clearly understood and utilized sense of audience and purpose is central to the work in this course. Prerequisite: CMN 101 **(T, 5, 8)**
- CMN 305 Interactive Multimedia** **3:0:3**
 This course will introduce students to the terminology and tools used in multimedia environments, focusing on aesthetics, design, manipulation, editing, compression, and encoding of digital sound and video media. Prerequisite: CMN 247 **(T)**

- CMN 310 Conflict Management** **3:0:3**
 Systematic examination of conflict resolution theories, creating the basis for the practice of negotiation and mediation. Readings from a broad range of academic disciplines, including economics, law, social psychology, and anthropology, as well as dispute resolution. Includes critical evaluation of the respective bodies of theory and testing of theoretical principles against their experience in managing conflict.
(T, 5, 8)
- CMN 328 Electronic Journalism (formerly CMN 228)** **3:0:3**
 This course examines the principles and practices of broadcast journalism, including writing, reporting, and production of newscasts for radio, television, and the internet. Ethics and communication law as it applies to broadcast news is also explored. Prerequisite: CMN 105 **(T)**
- CMN 330 History of American Radio and Television** **3:0:3**
 This course traces the historical development of broadcasting in the United States, from the early 20th century pioneer inventors, through the development of radio and television, and into the current era of media convergence. Through the theoretical lens of media content and its effects, the course also explores significant broadcasting programs and events and the social environment within which they were produced and viewed. Prerequisite: CMN 130 **(T)**
- CMN 332 Electronic Media Programming (formerly CMN 232)** **3:0:3**
 This course examines radio, television, and digital programming practices and principles, including but not limited to, competitive strategies, audience ratings and research methods, scheduling practices, cable TV, and emerging technologies. **(T)**
- CMN 335 Media Management and Sales** **3:0:3**
 This course presents the theory and practice of management and revenue generation for broadcast and digital media, including managing personnel, marketing, sales, and ethics. Regulatory, technology, and social media influences are also covered. Prerequisite: CMN 130 **(T)**
- CMN 340 Digital Photojournalism** **3:0:3**
 In this course students will operate digital cameras and prepare a portfolio of photographs based on the requirements of photojournalism. Students will also become familiar with digital photo editing and distribution. Prerequisite: Junior standing or permission of Instructor. **(T)**
- CMN 348 Communication Law** **3:0:3**
 This course provides a study of First Amendment rights, common law, and statutory law as they pertain to media practitioners. Topics covered include theories and rationales for protecting speech, the laws of prior restraint, libel and slander, privacy, obscenity, broadcast indecency, broadcast ownership, advertising, and other federal regulations. Prerequisite: CMN 130 **(T)**
- CMN 391 Junior Internship** **3:0:3**
 This elective course allows students the opportunity to demonstrate knowledge and skills in an appropriate professional setting based upon their training and experience. Prerequisite: Lead Faculty approval and Junior standing. **(T)**
- CMN 427 Advanced Audio Production** **3:0:3**
 This advanced level course builds on the basic skills covered in CMN 227, covering the theory and techniques of audio production for radio and digital applications. Topics include multi track recording, mixing, signal processing, editing, mastering, sound design, and creative services. Students utilize the production studios of WLNX-FM. Prerequisite: CMN 227 **(T)**
- CMN 447 Advanced Video Production** **3:0:3**
 This advanced level course builds on the basic skills covered in CMN 247, covering the theory and techniques of television production. Topics include pre-production and program design, sound, video production and instantaneous editing, television performance techniques, directing, and the post-

production functions, including editing, special effects, and graphics. Students utilize the production facilities of LCTV. Prerequisite: CMN 247 (T)

- CMN 448 Video Field Production** **3:0:3**
This advanced level course builds on the basic skills covered in CMN 447 to incorporate the technical and creative principles of outside-of-the-studio production and post-production. Topics include news gathering, documentary videos, and the production of live events. Students utilize the production facilities of LCTV. Prerequisite: CMN 447 (T)
- CMN 490 Media Criticism** **3:0:3**
This course fosters critical thinking skills while providing a theoretical and practical analysis of mass media content from a sociological, philosophical, structural, political and economic perspective. Prerequisite: CMN 330 (T)
- CMN 491 Senior Internship** **3:0:3**
Culminating experience allowing students the opportunity to demonstrate knowledge and skills in an appropriate professional setting based upon their training and experience. Requires a minimum of 30 clock hours on site per one credit hour. Prerequisite: Senior standing (T)
- CMN 492 Senior Project** **3:0:3**
Culminating experience allowing students the opportunity to demonstrate knowledge and skills by completing a production project that functions as a culminating experience demonstrating mastery of all performance-based learning outcomes. An appropriate professional setting based upon their training and experience. A member of the Radio, Television, and New Media faculty will serve as the project advisor. The final product of the project will include a portfolio highlighting prominent examples of the student's creative work. Prerequisite: Lead Faculty Approval and Senior standing. (T)

COMMUNITY AND HUMAN SERVICES

- CHS 201 Introduction to Community and Human Services** **3:0:3**
An introduction to the knowledge, professional values, skills, and ethical decision-making required for positions in community and human services. Course topics include an overview of the social and human services field examining the societal conditions, assumptions, and needs which affect the delivery of human and community services including the causes of social problems among the general population and subpopulations and the history and development of human services. (T)
- CHS 210 Techniques of Interviewing and Intervention in the Human Services** **3:0:3**
Introduction to qualitative interviewing, intervention, and communication skills as applied to human and community services. The course emphasizes ethical and professional techniques for interviewing and documenting in a helping relationship with individuals and families. Students demonstrate an ability to utilize interviewing and documentation skills through role plays, case scenarios, and the identification of skills used by master social work interviewers to advocate for clients. Prerequisite: CHS 201. (T)
- CHS 301 The Social Environment and Human Behavior** **3:0:3**
The study of the relationship between human growth, human development and the environmental factors which affect human behavior throughout the lifespan. The course probes the relationships between the biological, psychological, sociological, and cultural aspects of individuals which influence behavior to assist students in understanding these systems concepts when delivering services to individuals, families, and groups. Prerequisite: PSY 208. (T)
- CHS 305 Community Diversity and Human Services** **3:0:3**
An examination of the various issues of diversity, oppression, and social and economic justice which affect the delivery of community and human services. Students examine their own cultural and ethnic heritage to position themselves within the reality of the diverse cultural and ethnic populations to gain a greater understanding of cultural and social diversity. Emphasis is placed on defining and developing the

knowledge and skills for culturally competent human and community service with marginalized populations. Prerequisite: SOC 206. **(T)**

- CHS 325 Social Welfare Services and Policy 3:0:3**
This course explores the historical, political, economic, and institutional frameworks which structure public social welfare choices and policies. Students analyze social welfare policy within the context of the social and political environment which leads to social welfare legislation. Emphasis is placed on the concepts and frameworks for analyzing social welfare policies and programs, with special attention to their differential impact on marginalized populations and the ethical values associated with the adoption and implementation of those policies. Corequisite: CHS 201. **(T)**
- CHS 330 Organizational and Community Theory 3:0:3**
An examination of human services practice at the organizational and community levels, with emphasis on marginalized populations. Topics include the history of communities, organizations, and macro-practice in social welfare; major approaches to organizational behavior and community dynamics; the nature of non-clinical human services; the organizational and community contexts for the provision of human services; and skills for working in organizations and communities. Corequisite: CHS 201. **(T)**
- CHS 340 Theories and Techniques of Crisis Intervention 3:0:3**
An application of the main theories of psychosocial assessment and intervention and supporting research with individuals and families. The course provides an examination of theories of psychological treatment, empowerment and change, as well as practical preparation through role play, simulations, and case studies to prepare students to assume helping roles in human services. Students will be expected to demonstrate human services values and knowledge of diverse populations' needs through counseling techniques: developing relationships; identifying problems, solutions, and goals; and evaluating progress. Prerequisite: CHS 210 and PSY 208. **(T)**
- CHS 350 Community Organization 3:0:3**
An examination of the role of community organizing in identifying and defining social problems to initiate social change within communities at all levels: local, state, and national. Students will analyze and evaluate various methods of community organization including, though not limited to, social movements, consciousness raising, protest, lobbying and legal advocacy, and action research. Prerequisite: CHS 330. **(T)**
- CHS 391 Community and Human Services Practicum 3:0:3**
The Community and Human Services Practicum is designed to provide structured field experience to facilitate integration of Human Services knowledge and theory with practical fieldwork application. 90 hours of direct practice and observation in a human services organization provide the opportunity for students to apply and conceptualize various aspects of human service delivery. Student learning will be guided and enhanced through weekly seminars, written assignments, and faculty site visits. Students will be able to examine and integrate personal and professional values and understand their personal selves as participants in professional roles. Each bi-weekly seminar will include time to problem solve and share field experiences. Prerequisite: Junior standing; CHS 210; Community and Human Services major; written approval of the Lead Faculty in Community and Human Services. **(T)**
- CHS 410 Critical Social Theory 3:0:3**
Critical social theory examines social identity and interpersonal connections to power, privilege, and oppression. Through an examination of difference and dominance theories of social justice and oppression, students critique the social system and its institutions to identify cultural misunderstandings or oppressive dynamics. The principle goal of the course is to develop a personal, theoretical framework for engaging diversity and differences in human and community service practice in order to advance social and economic justice in multicultural settings, demonstrating cultural competence as a practitioner. Prerequisite: CHS 305 and CHS 325. **(T)**

- CHS 491 Community and Human Services Internship 4:0:4**
The Community and Human Services internship provides an opportunity for students to practice the roles, tasks, and skills of human service professionals. Students work at least 120 hours in an approved placement in a human services agency that offers experiences consistent with the learning outcomes of the Community and Human Services major. Periodic conferences with the supervising faculty member and the agency field supervisor provide students with feedback and mentoring as they gradually assume the responsibilities of professional-level work in the field. Student learning will be guided and enhanced through bi-weekly seminars, written assignments, and faculty site visits. Students must also do an oral presentation of their placement experience and present their final portfolio. Prerequisite: Senior standing; CHS 391; CHS 340; Community and Human Services major; written approval of the Lead Faculty in Community and Human Services. **(T)**

COMPUTER SCIENCE

- CSC 100 Introduction to Microcomputers 3:0:3**
This course is an introduction to computer operation and software use, with a strong emphasis on proper terminology. Topics covered include word processing; creating, formatting, and editing documents; effective electronic communication; using current course management software, application software, and Internet research tools to answer questions effectively. Realistic examples will be used throughout the course. **(T)**
- CSC 190 Web Page Development 3:0:3**
This is a foundational course for creating web pages using Hypertext Markup Language (HTML), and Cascading Styles Sheets (CSS). Significant emphasis will be on good design, common technologies, and delivery techniques with some digital image editing. Students should have computer proficiencies in basic typing and file management and a fundamental understanding of the Internet. **(T)**

CRIMINAL JUSTICE STUDIES

- CJS 108 Introduction to Criminal Justice Science 3:0:3**
A survey of the criminal justice system, including a historical and philosophical overview of its development, with special emphasis on the system's primary components and the relationship of these components in the administration of criminal justice in the United States. **(T, 5, 8)**
IAI Major – CJS 901
- CJS 150 Criminology (formerly CJS 350) 3:0:3**
Examines offending, offenders, victims, the role of the criminal justice system, society's reaction to offenders, and prevention theories and programs. Emphasis is placed on a theoretical examination of crime causation, criminal typologies and victims in the system. Corequisite: CJS 108. **(T, 5, 8)**
- CJS 210 Law Enforcement Practices 3:0:3**
A survey of law enforcement roles and responsibilities at the national, state, and local level. Examines the structure and function of law enforcement agencies including jurisdiction, personnel standards and staffing, and support units. Focus for the course includes jurisdiction, personal standards, laboratory resources, techniques and procedures, and police records systems. Field work may be included. Corequisite: CJS 108. **(T, 5, 8)**
- CJS 220 Corrections I 3:0:3**
An overview and introductory analysis of the United States correctional system including its history, evolution, and philosophy of punishment and treatment; operation and administration in institutional and non-institutional settings; and issues in constitutional law. Corequisite: CJS 108. **(T, 5, 8)**
IAI Major – CJS 911

- CJS 240 Criminal Law 3:0:3**
 An introduction to the study of the state and federal court system in relation to criminal law. Emphasis is upon various subject areas of law including the constitutional limits of criminal law, the defining of criminal behavior, the elements of a crime, criminal liability, and criminal defenses.
 Corequisite: CJS 108. **(T, 5, 8)**
- CJS 280 Juvenile Justice 3:0:3**
 An overview and analysis of the juvenile justice system in the United States including the history and the philosophies of society's reaction to juvenile behavior and problems. Interaction among the police, judiciary, and corrections are examined within the context of cultural influences. Introduces theoretical perspectives of causation and control. Corequisite: CJS 108. **(T, 5, 8)**
IAI Major – CJS 914
- CJS 292 Special Topics in Criminal Justice 3:0:3**
 Curriculum focuses on contemporary issues, a specialty of the instructor, or possible new curriculum. Can be repeated for total of 6 credit hours if the content of the classes is different, but no more than a 12-hour combination of CJS 292 and CJS 492 is allowed. **(T, 5, 8)**
- CJS 310 Law Enforcement Practices II: 3:0:3**
 An examination of the effectiveness of common police practices and policies. Students will also explore special issues facing law enforcement including stress management, community relations, and administration. Prerequisite: "C" or better in CJS 210. **(T, 5, 8)**
- CJS 315 Fundamentals of Criminal Investigation (formerly CJS 262) 3:0:3**
 The course examines the role of criminal investigators in law enforcement. It will introduce the student to the investigative techniques performed by criminal investigators. Crime scene examination, evidence collection, interview and interrogation process, and preparation of a completed investigation for prosecution will also be discussed. Prerequisite: CJS 210. **(T, 5, 8)**
- CJS 320 Women in Criminal Justice 3:0:3**
 Women in Criminal Justice examines the unique role juvenile and adult females play in the Criminal Justice system as offenders, inmates, victims, and professionals. The course includes both historical and contemporary exploration of the theoretical and applied nature of each role. **(T, 5, 8)**
- CJS 321 Victimology 3:0:3**
 This course will provide an understanding of victims including explanations for victimization and the physical, psychological, and financial impact of victimization. Students will explore research on different types of victims, resources for victims, and patterns of victimization.
 Prerequisite: Junior standing. **(T, 5, 8)**
- CJS 322 Crime and the Media 3:0:3**
 Media depictions of crime and the criminal justice system have affected the public's understanding of how the criminal justice system works and common characteristics of victims and offenders. This course will explore how the media (TV/film, news, music, social media, video games) has shaped public views on police, courts, corrections, victims, offenders, and public policy.
 Prerequisite: Junior standing. **(T, 5, 8)**
- CJS 323 Criminal Justice Public Policy 3:0:3**
 An analysis of past and present criminal justice public policy with attention to the political and social factors affecting the creation of these policies. Students will examine the effectiveness, foreseen and unforeseen impact, and the future use of these policies. Prerequisite: Junior standing. **(T, 5, 8)**
- CJS 325 Corrections II (formerly CJS 420) 3:0:3**
 An analysis of institutional and community-based corrections and the processing of the convicted offender. Emphasizes the mission of the various correctional institutions and programs, the relationships within institutions and programs among various units such as custodial force and treatment staff, and the

professional knowledge, abilities, and skills necessary for the correctional professional. Prerequisite: "C" or better in CJS 220 (T, 5, 8)

- CJS 346 Criminal Law II 3:0:3**
An analysis and evaluation of the development of criminal law, legal philosophies guiding criminal law, substantive criminal law of the Model Penal Code, the role of the judiciary and jurisprudence in interpreting and defining criminal law, and justifications and defenses. Emphasis is placed on court cases and case studies in formulating critical judgments regarding the application of criminal law in the system. Prerequisite: "C" or better in CJS 240. (T, 5, 8)
- CJS 356 Community Relations and Social Justice 3:0:3**
An examination of the relationship between criminal justice agencies, particularly law enforcement agencies, and community expectations and values. Focuses on programs and practices which promote community perceptions of social justice and professional conduct. Prerequisite: "C" or better in CJS 108. (T, 5, 8)
- CJS 358 Social Diversity and the Criminal Justice System (formerly CJS 458) 3:0:3**
An historical and contemporary examination of the effect of the criminal justice system upon issues of race, ethnicity, gender, crime, discrimination, and social justice. Includes an analysis of the major court decisions and legislation affecting minority groups and the treatment of minority groups by the courts, police and prisons. Prerequisite: "C" or better in CJS 108. (T, 5, 8)
- CJS 362 International Criminal Justice 3:0:3**
The study of criminal justice systems in societies other than the United States. Examines structure and process of criminal justice of the country or countries selected by the instructor as well as a comparison with the American criminal justice system. Emphasis is placed on evaluating the American criminal justice system through comparative analysis. Prerequisite: "C" or better in CJS 108. (T, 5, 8)
- CJS 375 Courts and Sentencing 3:0:3**
An overview of the American court system and sentencing structure. Students will examine key players in the court process (prosecutors, defense attorneys, judges) and the various steps of the trial process. Special attention will be given to pretrial activities and plea bargaining. Students will also learn about the various sentencing options throughout the US and the impact of these sentences on the correctional system. Prerequisite: "C" or better in CJS 240. (T, 5, 8)
- CJS 424 Probation, Parole and Intermediate Sanctions 3:0:3**
An evaluation and analysis of probation, parole, and other community-reintegration procedures; halfway houses; community treatment centers; volunteer programs; and graduated release with special emphasis upon the functions, possibilities, and problems of community-based programs. Examines the foundations of therapeutic psychology needed to supervise offenders in the community. Prerequisite: "C" or better in CJS 325. (T, 5, 8)
- CJS 442 Criminal Procedure 3:0:3**
Examines the rights of criminal defendants as established in the U.S. Constitution and interpreted by the U.S. Supreme Court in landmark court cases. The course focuses on procedural rules governing state and federal criminal justice systems and related public policies affected by statutes and court interpretations of those statutes through analysis of the distinction between procedural and substantive due process in the criminal justice system using case studies and landmark court decisions. Prerequisite: "C" or better in CJS 346. (T, 5, 8)
- CJS 456 Ethics in Criminal Justice 3:0:3**
A study of the professional ethics in criminal justice and the effect of laws and social values on the practice of ethics. Topics include ethical standards and professional conduct of the police, courts, and corrections; society's response to violations of established ethical standards and professional conduct; and the relationship between criminal justice and social justice. Evaluation of the distinction between ethical standards and legal procedures/rules in the administration of justice is accomplished through critical

analysis of each of the preceding topics through case studies.

Prerequisite: Senior standing. (T, 5, 8)

- CJS 470 Disaster Mitigation and Response 3:0:3**
A survey of the planning, roles, and responsibilities of criminal justice agencies in response to natural, criminal, and terroristic disasters. Analyzes the relationships between federal, state, and local agencies necessary to mitigate and respond to emergencies. Emphasizes the understanding and application of the federal disaster planning guidelines. Prerequisite: CJS 108 and Senior standing (T, 5, 8)
- CJS 490 Senior Project 3:0:3**
Capstone course which requires the CJS major to participate in a group project to deliver a public presentation and to work individually to produce a scholarly paper that reflects comprehensive knowledge of a topic or issue in the criminal justice system from the research proposal developed in CJS 353. The oral presentation and written paper should reflect the cumulative knowledge of the student's course of study at Lincoln College and his or her knowledge not only of the criminal justice system but, also, of critical thinking and their ability to prepare a scholarly documented paper. Prerequisite: CJS major, "C" or better in CRT 353, and Senior standing. (T, 5, 8)
- CJS 491 Internship in Criminal Justice and/or Pre-law 3:0:3**
Placement in a criminal justice agency to apply and continue to develop professional skills, knowledge, and abilities from previous coursework. Requires a minimum of 30 clock hours in the agency per one credit hour. Advance registration, attend internship orientation, resume submitted to CJS Lead Faculty. Students must complete a pre-registration checklist the semester before their Senior Internship to secure their internship site and internship learning outcomes. Prerequisite: 90 hours completed before registration and permission of CJS Lead Faculty. (T, 5, 8)
- CJS 492 Individualized Study/Readings in Criminal Justice 3:0:3**
An elective course designed for advanced students in criminal justice who are capable of independent study. An individualized syllabus is developed by the instructor and student to allow the student to study a criminal justice studies topic not in the curriculum or to explore a topic included in the curriculum in greater depth. Can be repeated for a total of 6 credit hours. Prerequisite: Permission of CJS Lead Faculty required. (T, 5, 8)

CRITICAL THINKING

- CRT 301 Critical Thinking 3:0:3**
Concepts and methods of critical thinking, including cogent argument, fallacy identification, inquisitive thinking, analysis, synthesis and assessment. Texts, classroom discussion, and written assignments emphasize reflective evaluation and logical rigor. Prerequisite: Junior/Senior standing (T, 5, 8)
- CRT 353 Research Methods in the Social Sciences (formerly CRT 303/CJS 353) 3:0:3**
An examination of a variety of qualitative and quantitative research methods frequently used in the social sciences. Emphasizes strengths and weaknesses of each method and provides an understanding of when each method is best used. Special focus of the course includes descriptive and inferential statistics supported by computers, qualitative and survey methodologies, and issues of reliability and validity. The development of an original research proposal based on ethical standards for human subject research as required by the Institutional Review Board (IRB) protocols is a requirement of the course. APA Guidelines will be required in all writing. Prerequisite: Grade of "C" or better in MAT 110. (T, 5, 8)
- CRT 401 Qualitative Research Methods in the Social Sciences 3:0:3**
The study and application of the methods of social science research emphasizing qualitative and participatory methodologies such as case studies, ethnography, participant-observation, conceptual-mapping, and interviewing techniques. Students will learn how to collect and analyze qualitative data and report results according to the standards of the field and APA guidelines. Ethical considerations in human subjects research will be a focal point of the entire research process. Prerequisite: CHS 210 and CRT 353. (T)

DANCE

- DAN 107 Dance Activities I** **1:0:1**
This course is a fine arts activity open to all Lincoln College students and designed to encourage students to explore their movement potential through dance performance and choreography. The goal of this course is the development of individual choreography and performance resulting in a concert. By audition only. **(T)**
- DAN 108 Dance Activities II** **1:0:1**
This course is a fine arts activity open to all Lincoln College students and designed to encourage students to explore their movement potential through dance performance and choreography. The goal of this course is the development of individual choreography and performance resulting in a concert. By audition only. Prerequisite: DAN 107. **(T)**
- DAN 151 Introduction to Dance** **2:0:2**
This course is designed as beginning to intermediate instruction in classical ballet. **(T)**
- DAN 152 Musical Theatre Dance** **2:0:2**
This course, designed for the theatre major, provides an introduction to the various dance styles common to American musical theatre. The class consists of movement studies, musical theatre dance technique, film studies, written observations, and a final performance. **(T)**
- DAN 207 Dance Activities III** **1:0:1**
This course is a fine arts activity open to all Lincoln College students and designed to encourage students to explore their movement potential through dance performance and choreography. The goal of this course is the development of individual choreography and performance resulting in a concert. By audition only. Prerequisite: DAN 108. **(T)**
- DAN 208 Dance Activities IV** **1:0:1**
This course is a fine arts activity open to all Lincoln College students and designed to encourage students to explore their movement potential through dance performance and choreography. The goal of this course is the development of individual choreography and performance resulting in a concert. By audition only. Prerequisite: DAN 207. **(T)**
- DAN 255 Modern Dance** **2:0:2**
The emphasis for this course is on understanding modern dance as a creative art form through technique, improvisation, and composition. The course provides concepts by which to appreciate dance while providing elementary technical work. It introduces major modern dance techniques and theories, basic movement vocabulary, and basic elements of composition. Another emphasis is on kinesthetic awareness of movement. By audition only. **(T)**
- DAN 256 Jazz Dance** **2:0:2**
This course is an introduction to the dynamic, ever-changing genre of jazz dance. Instruction for the course will be in jazz dance technique, discipline, and creativity. The course is designed to develop bodily strength, flexibility, control, and endurance. **(T)**
- DAN 257 Dance Composition** **2:0:2**
This is a beginning level composition class designed to help the student develop the ability to communicate ideas using the body as the instrument of expression. Prerequisite: DAN 151, 255, and 256. **(T)**

ECONOMICS

- ECO 107 Principles of Macroeconomics** **3:0:3**
This course is an introduction to the principles of aggregate economics emphasizing supply and demand, national income theory, business cycles, money and banking, government finance and taxation, and international trade. Prerequisite: MAT 095 or placement in College-level mathematics. **(T, 5, 8)**
IAI - S3.901

ECO 108 Principles of Microeconomics **3:0:3**
This course is an introduction to the principles of economics stressing supply and demand, profit maximization under varying conditions of completion, factor pricing, industrial and labor organization, and comparative economic systems. Prerequisite: MAT 095 or placement in College-level mathematics **(T, 5, 8)**
IAI - S3.902

ECO 302 Current Economic Issues **3:0:3**
Review of current economic issues, such as issues in development and poverty, issues in conflict and diversity, issues with health and the environment, and ethics in business. **(T, 5, 8)**

EDUCATION

EDU 104 Introduction to Education **3:0:3**
This course is designed as an introduction to teacher education. The structure of public education, the influences of educational philosophy and psychology on curriculum development, teacher licensure, and characteristics common to positive learning environments will be explored. Students will be required to complete a minimum of 15 observation hours in an elementary or secondary school setting.
Note: Students who enroll in EDU 104 will be required to undergo a criminal background check by a college selected vendor. A clear background check is mandatory in order to complete the 15-hour observational component for this class. **(T)**

EDU 110 Introduction to Early Childhood **3:0:3**
This is an introductory course focusing on an understanding of young children, their world, and the forces which influence them, as well as basic principles for planning their educational program. **(T)**

ENGLISH

ENG 099 Introduction to Academic English **3:0:3**
English 099 is intended to strengthen students' critical reading and writing skills and further prepare them for college-level assignments. Successful completion of ENG 099 does not satisfy GELO I English requirements, nor does it count toward any degree requirement including elective credit. ENG 099 does count as part of student's course load for the semester. Students must pass ENG 099 with a "C" or better to progress to ENG 101.

ENG 101 English Composition I **3:0:3**
This course focuses on the study and practice of expository writing with emphasis on the development of effective written communication. It is supported by individual and group tutoring programs offered through the Learning Resource Center. Prerequisite: "C" or better in ENG 099 or placement exam. **(T, 5, 8)**
IAI – C1.900

ENG 102 English Composition II **3:0:3**
This course is a continuation of English 101 through the writing of themes and experimentation in a variety of written forms. The emphasis is on critical reading as well as writing and on the applied principles of research. Prerequisite: "C" or better in ENG 101. **(T, 5, 8)**
IAI – C1.901

ENG 105 Introduction to Literature **3:0:3**
This course is a study of the fictional, poetic, and dramatic genres of literature. The attention of the course will be selected readings from various eras and nations. Corequisite: ENG 101 **(T, 5, 8)**
IAI - H3.900

ENG 106 Non-Traditional World Literature **3:0:3**
This course is a study of selected texts and forms of literary art by authors from such places as the South Pacific, The Orient, Africa, the Middle East, and Latin America. Corequisite: ENG 101 **(T, 5, 8)**
IAI - H3.908N

- ENG 109 Women in Literature 3:0:3**
 This course examines literature from the cultural positions of women in the world, emphasizing ethnic and class diversity of women as writers and subjects for literature as well as examining the entrance of women into literature as a vocation. The course will examine representative selections of British, American, and world literature written by women from the nineteenth century until modern day. **(T)**
IAI – H3.911D
- ENG 137 Introduction to Fiction 3:0:3**
 This course focuses on reading and analysis of short stories and novels from a variety of periods. Focus will also be placed on different approaches to determining literary meaning, form, and value.
 Corequisite: ENG 101 **(T, 5, 8)**
IAI – H3.901
- ENG 200 Creative Writing 3:0:3**
 This course is designed for practice and experimentation in writing imaginative literature, especially poetry and short fiction. The course includes critical analysis of professional and student writing and experience in manuscript preparation and submission. **(T)**
- ENG 201 American Literature I 3:0:3**
 This course is a survey of American literature from colonial days to 1860 with emphasis on major authors and works. Corequisite: ENG 101 **(T, 5, 8)**
IAI - H3.914
- ENG 202 American Literature II 3:0:3**
 This course is a survey of American literature from the Civil War to the present with emphasis on major authors and works. Corequisite: ENG 101 **(T, 5, 8)**
IAI - H3.915
- ENG 207 British Literature I 3:0:3**
 This course is a survey of British Literature of the Middle Ages, the Early Modern, the Restoration and the Eighteenth Century. This course introduces literary forms and theories as well as the political and social issues to provide context to the literature. The readings include poetry, essays, drama, short fiction, and novels. Corequisite: ENG 101 **(T)**
IAI-H3.912
- ENG 208 British Literature II 3:0:3**
 This course is a survey of the Romantic, Victorian, Modernist and Contemporary periods. This course introduces literary forms and theories as well as the political and social issues to provide context to the literature. The readings include poetry, essays, drama, short fiction, and novels.
 Corequisite: ENG 101 **(T)**
IAI-H3.913
- ENG 212 Modern Drama 3:0:3**
 This course focuses on the study of representative dramatic literature of the world from the time of Ibsen to the present and the forces that have influenced modern drama and theatre. **(T)**
- ENG 229 African American Literature 3:0:3**
 This course surveys literature produced by African American writers beginning at the Harlem Renaissance and moving into contemporary literature. ENG 229 will address various literary genres, including novel, short story, poetry, and drama. Through lecture and class discussions, students will become aware of a writer's style and rationale for a given work. Students will explore texts from a variety of perspectives including literary, historical, race, gender and sexuality.
 Prerequisite: "C" or better in ENG 101. **(T)**

- ENG 302 Advanced Professional Communication 3:0:3**
Business and career-related writing, including letters, memos, instructions, policy and procedure descriptions, proposals and reports. Emphasizes various writing processes to be used when the time is short, the form is prescribed, and the audience is real. Prerequisite: "C" or better in CMN 109. (T, 5, 8)
- ENG 308 Contemporary Literature 3:0:3**
Study and analysis of the nature of contemporary literature and its divergence from Modernist "realism." Through the reading of literary theory and short fiction, the student in this course will address post-modernist issues such as literary influence, intertextuality, "closure" or its avoidance, and the denial of binaries. (T, 5, 8)
- ENG 309 Advanced Literary Genres 3:0:3**
An in-depth study and analysis of one specific literary genre depending on the instructor. The course may include techniques, historical trends, and/or major figures of the genre under study. Genres and topics vary by semester with possible concentrations in poetry, short stories, creative non-fiction, drama, science fiction and fantasy, and the novel. Students may take the course a maximum of two times provided the topic is not the same as a previous semester. (T, 5, 8)
- ENG 380 Applications of Critical Theory 3:0:3**
Application of critical theory through analyzing and writing within specified critical approaches. Theories studied are determined by the instructor and can include: historical, formalist, psychological, Marxist, reader-response, New Historicist, feminist, postcolonial or more. Prerequisite/Corequisite: ENG 101, 102 with a grade of "C" or better. Completion of 18 hours of literature coursework. (T, 5, 8)

EXERCISE SCIENCE

- EXS 126 Introduction to Exercise Science 3:0:3**
An introduction to the field of exercise science and its professional applications which provides an overview of the foundations of the scientific study of human movement. Topics include a review of body systems and physiological concepts important to the study of the physiology of exercise, the biomechanics of human motion, and the psychology of exercise. Career options in the exercise sciences will also be explored to provide students exposure to the professional standards of the field. Corequisite: ENG 101. (T)
- EXS 201 Principles of Exercise 2:0:2**
An introduction to the various methods of fitness and exercise in daily life acquainting the student with the terminology and proper technique and form for engaging in physical fitness activities. Elements of the class will include active learning by applying the various techniques and forms of exercise which are foundational to developing fitness plans for individuals. (T)
- EXS 215 Kinesiology 3:2:4**
This course is designed to introduce students to the fundamentals of human movement based on anatomical and mechanical principles. Topics include a survey of the functionality of musculoskeletal system including the upper and lower extremity, spinal column and thorax; linear and rotary motions associated with pushing, pulling, and throwing; and the fundamentals of biomechanics as a precursor to more advanced study of biomechanics. An emphasis is placed on the application of these principles to the understanding of human movement and physical performance. Includes a two-hour lab. Prerequisite: BIO 108; Corequisite: PHY 204. (T)
- EXS 320 Exercise Physiology 3:2:4**
This course analyzes the physiological changes occurring during various modes of exercise, conditioning, and training programs, including acute bouts of exercise and physical activity. Topics include the role various systems play in maintaining homeostasis during physical activity, the physiology of physical performance under a range of environmental conditions, and training techniques which optimize performance. Includes a two-hour lab. Prerequisite: EXS 126; "C" or better in MAT 119 or higher and BIO 108. (T)

- EXS 330 Principles of Resistance Training 3:0:3**
 A study of the principles, techniques and associated physiological effects of resistance training. Detailed analysis of various resistance training equipment and training methods to gain expertise in developing exercise prescriptions for different populations. Prerequisite: EXS 201. **(T)**
- EXS 335 Exercise Psychology 3:0:3**
 An examination of the reciprocal relationships among physical activity, exercise behavior, and biochemical and physiological adaptation. As a foundation for the exploration of the psychosocial determinants and effects associated with adopting and maintaining an exercise program, emphasis is placed on social and psychological theories of behavior change, exercise psychology assessments and interventions, and an introduction to the research methods used for exercise psychology research related to physical activity, physical education, corporate fitness, and/or athletic programs. Prerequisite: PSY 208; Corequisite: EXS 126. **(T)**
- EXS 353 Research Methods in Exercise Science 3:0:3**
 Applies the fundamental concepts of research methodology, statistical tools and concepts commonly employed in the exercise sciences. Discusses application of measuring and evaluating human performance with a special emphasis on developing competency in the use of available software packages. Prerequisite: "C" or better in MAT 110 and EXS 126. **(T)**
- EXS 360 Nutrition for Physical Performance 3:0:3**
 The study of nutrition, diet analysis, biochemical processes in energy metabolism, nutrition and health problems, and nutrition as it relates to physical performance. Emphasis is placed on the effects of body composition and nutrition on aspects of health, performance and injury prevention. Tools for assessment of body composition and methods of programming for gaining lean body mass or losing body fat are discussed. Required: Physical activity may be utilized to facilitate learning experiences in this course. Participate at a level at which you are comfortable or consult the instructor. Prerequisite: BIO 112; EXS 320. **(T)**
- EXS 390 Biomechanics of Human Motion 3:2:4**
 An advanced course in the mechanics and physics of human motion with emphasis on the evaluation and interpretation of motor skill performance on the basis of applied mechanics. Emphasis is placed on the systematic approaches for qualitative and quantitative analysis of the human body as it engages in motor activities. Principles from physics will be used with application in understanding the physical constraints on human movement, and in evaluating various aspects of human performance and injury risk assessment. Two-hour lab experiments designed to provide practical demonstration of mechanical laws and the qualitative and quantitative procedures for analyzing human motion. Prerequisite: EXS 215. **(T)**
- EXS 405 Exercise Assessment and Prescription 3:2:4**
 An examination of the physiological principles in the prescription of exercise and the administration of conditioning programs for different populations including special and diseased populations. A variety of assessment principles and techniques are covered with a focus on both measurement expertise and safe, effective and ethical exercise prescription. The two-hour laboratory portion is designed to provide students the opportunity to acquire the skills necessary to perform fitness assessment and exercise testing for cardio-respiratory fitness, body composition, and to demonstrate various exercises prescribed for muscle flexibility, strength and endurance as recommended by the American College of Sports Medicine. Prerequisite: EXS 320; EXS 330; EXS 360; EXS 390. **(T)**
- EXS 491 Internship in Exercise Science 3:0:3**
 Culminating experience allowing students to utilize exercise science knowledge, skills, and abilities in an appropriate professional setting in exercise science based upon their training and experience. Also acts as a valuable opportunity for students to gain practical work experience and develop professional contacts within the health/fitness/clinical community. 30 hours practical work experience for each credit hour (90 total hours). Students must complete a pre-registration checklist the semester before their

Senior Internship to secure their internship site and internship learning outcomes. Prerequisite: Lead Faculty of Exercise Science Approval and Senior standing. **(T)**

- EXS 495 Research Seminar in Exercise Science 3:0:3**
As a capstone course, the course is designed to enhance students' critical thinking and writing skills while interpreting and analyzing research in exercise science. Students collect and analyze data to establish the need for or document effectiveness of exercise programs and athletic training interventions including design considerations for various populations. As a culminating course, students will deepen their understanding of the development of a line of inquiry in exercise science through integration of the core courses. Students take the American College of Sports Medicine exam of their choice. Prerequisite: EXS 353. **(T)**

FRESHMAN EXPERIENCE/COLLEGE PREPARATORY

- EDU 113 Introduction to Academic Inquiry 3:0:3**
This course is designed to provide students with an opportunity to explore ways of knowing within different disciplinary contexts through critical and moral reasoning. It provides a foundation of academic skills, knowledge, and attitudes to promote success in later course work. **(T)**
- EDU 117 First Year Experience 2:0:1**
This course is taken by first-time freshmen at Lincoln College. It is designed to help first-time college students through the transition from high school to college. The class is intended to cover topics relevant to the classroom transition as well as the non-curricular adjustments that all first-year college students encounter. **(T)**

GEOGRAPHY

- GEO 101 Physical Geography (Non-Lab) 3:0:3**
This course emphasizes elements of the physical environment, including atmospheric, climatic, hydrologic, and geologic processes; the spatial variations of the processes; and the interrelationship between these processes and the human environment. **(T, 5, 8)**
IAI - P1.909
- GEO 102 Physical Geography (Lab) 3:2:4**
This course emphasizes elements of the physical environment, including atmospheric, climatic, hydrologic and geologic processes; the spatial variations of the processes; and the inter-relationship between these processes and the human environment. Labs will include skills such as critically observing/describing natural phenomena, manipulation of lab equipment, and completing written protocol for labs. **(T, 5, 8)**
IAI – P1.909L
- GEO 301 Cultural Geography 3:0:3**
An examination of geography through a cultural approach. Emphasizes relationships between humans and the land. Focuses on historical and political overviews of cultural areas of the world with emphasis on political systems, key institutions, and social, economic, and religious interaction. **(T, 5, 8)**

GEOLOGY

- GEL 101 Introduction to Geology 3:2:4**
This course focuses on earth materials and earth processes. Internal processes such as mountain building, faulting and earthquakes, folding, and volcanism presented in the context of the theory of plate tectonics. Surface processes such as weathering, mass wasting and erosion studied with respect to how they shape the earth's surface and underground. Laboratories include rock, mineral and fossil analysis and the interpretation of topographic maps, geologic maps, and stereograms. **(T, 5, 8)**
IAI - P1.907L

GEL 102 Introduction to Geology (Non-Lab) 3:0:3
This course focuses on earth materials and earth processes. Internal processes such as mountain building, faulting and earthquakes, folding, and volcanism are presented in the context of the theory of plate tectonics. Surface processes such as weathering, mass wasting and erosion are studied with respect to how they shape the earth's surface and underground. **(T, 5, 8)**

GEL 305 Environmental Geology 3:2:4
Environmental geology examines the intersection of geology and humanity---how humans are affected by earth processes (natural disasters), how humans use or modify earth material or ecosystems (wetlands, soils, mining), and how humans impact natural environments (waste disposal, pollution). The course also covers basic concepts like geologic time, plate tectonics, the rock cycle, climate change, sewage treatment and landfills, air and water pollution, groundwater and surface water resources, ecosystems and their relationship to earth material, earthquakes and volcanoes, floods and landslides, mining earth resources. Includes a weekly 2-hour lab. **(T)**

HEALTH

HEL 101 Health Awareness 2:0:2
This course focuses on current and growing health-related topics and provides the student with helpful knowledge to develop and maintain a healthy personal lifestyle. Topics covered include mental health, stress, drug use, human sexuality, nutrition, and others. **(T)**

HEL 209 Medical Terminology 2:0:2
This course covers materials which will aid students in nursing and medical-related fields as well as in some administrative positions in medical and dental offices. Topics covered include the study of prefixes and suffixes used in describing medical terms, charting symbols and abbreviations, and measurements and their conversions used in the medical field. Workbook fee. **(T)**

HEALTH SERVICES ADMINISTRATION

HSA 110 Health Care Medical Terminology 1:0:1
Terminology and vocabulary basic to different areas of health, medical science, hospital services, and allied health specialties. Develops skills in correct written and oral usage of medical terms. **(5)**

HSA 210 Contemporary Health Care Issues 3:0:3
An overview of some of the crucial policy, ethical, and managerial challenges that current health care system is faces. Students are engaged in identifying major contemporary health care issues and challenges and how they affect distinct segments of our society. **(5)**

HSA 314 Health Care Human Resource Management 3:0:3
This course offers a review of the principles and practices essential for the development and management of an effective personnel program in health care agencies and institutions. It covers employee recruitment, selection, training, promotion and separation, as well as compensation, labor regulations, legal framework of bargaining, contract administration and grievance procedures. Techniques of supervision and issues such as professionalism, career paths, safety and environmental health regulations, and the impact of unionization on health care institutions also receive attention. **(5)**

HSA 320 US Health Care Systems 3:0:3
An overview of health care system components –need and health status, access and utilization, facilities, personnel, alternative delivery systems and health care quality. The course promotes an understanding of the environment that thrives on continuing adaptation to change. **(5)**

HSA 330 Principles of Epidemiology 3:0:3
An introduction to the basic concepts and principles of epidemiology and how these concepts are applicable for students' own needs in the health care field. Topics reviewed could include outbreak investigation, infectious disease epidemiology, and an introduction to epidemiologic study design and

surveillance. In this introductory course, students should develop a general understanding of the key historical events, main concepts, and common terminology of epidemiology and epidemiologic research. Students should be able to demonstrate an understanding of the material by application and interpretation through problem solving. Prerequisite: MAT 110, 120 and BIO 101 or 102 (5)

- HSA 340 Health Care Marketing 3:0:3**
This course examines the theory of marketing and provides techniques for the planning and marketing of health services, programs and organizations to different population groups including strategies for outreach activities. The course will explore relationship between planning and marketing and the history and methods of area-wide and institutional planning. (5)
- HSA 365 Health Administration Practicum 1:0:2**
The Health Administration Practicum consists of field visits to health service delivery agencies and gives students an opportunity to see a variety of health care delivery systems and settings first hand and to interact with practicing health care providers and managers. The Practicum encourages students to create a network that would assist them in future job placement activities. (*Health Professionals with at least three years of Health Care related experience may request a PLA for this course. The requests would be considered and honored on the case by case basis). (5)
- HSA 410 Long Term Care Management 3:0:3**
An overview of long-term care services, including the nursing home, respite care, independent living and assisted living communities, continuity of care, adult day care, home care, social health maintenance organizations (S/HMOs) and community services dedicated to improving care for the chronically ill. The distinctive functional, procedural, social, emotional, and environmental issues which relate to cost effective management of long-term care services would be discussed. (5)
- HSA 441 Legal Aspects of Health Care 3:0:3**
This course is designed to examine the major legal aspects of hospital and health care administration and to provide students with practical knowledge necessary to identify legal issues and to understand the legal ramifications of strategic decisions. It is also designed to familiarized students with the emerging health care policies that court is likely to confront. (5)
- HSA 452 Health Insurance and Reimbursement 3:0:3**
In-depth examination of insurance and reimbursement practiced in today's healthcare industry, their history, current status, and their future. Topics include private and public insurance systems, prospective and retrospective reimbursement, managed care, current trends, and contracting. Prerequisite: MAT 110, MAT 120. (5)
- HSA 456 Ethics in Health Care 3:0:3**
This course examines healthcare related ethical decision making challenges from a managerial perspective. Broader policy issues associated with ethical dilemmas at an institutional/societal level, such as end of life decisions, patient-physician relationships, and others are explored. (5)
- HSA 460 Health Care Policy 3:0:3**
This course investigates the formulation of healthcare priorities, the development of legislation, the implementation of legislative provisions through administrative action, and the modification of health policy within the context of the provision of services. (5)
- HSA 470 Physician Practice and Ambulatory Care Management 3:0:3**
The development of new ambulatory care services and the alternative delivery systems has increased in today's competitive and cost-conscious health care environment. This course will review factors affecting current demand and the services that have been provided, including health maintenance organizations (HMOs), preferred provider organizations (PPOs), convenience and specialized health centers (surgical care centers, urgent care centers, rehabilitation centers), and physician group practice. The distinctive skills, knowledge and managerial style required in the administration of these services will be examined. (5)

- HSA 474 Applied Health Administration** **4:0:4**
 This capstone course brings together many concepts that students have learned in the degree program and provides an opportunity to apply the acquired knowledge to managerial decision making. The course follows a case-study approach to examine healthcare administrative decision making challenges from an individual managerial perspective. Prerequisite: Health Care Systems, Policy and Mgmt. module and Senior standing (5)
- HSA 490 Health Care Quality** **3:0:3**
 This course concentrates on providing the basic concepts for defining health care quality. It also explores the traditional mechanisms, current developments and challenges in the definitions, measurement, techniques, assessment and continuous improvement of quality in the health care setting. The concepts of Total Quality management (TQM) and Continues Quality Improvement (CQI) would be introduced and discussed. (5)
- HSA 491 Health Services Administration Internship** **4:0:4**
 The Internship program is designed to expose students to the challenges and rewards of the health services administration profession. Students are given an opportunity to complement their classroom preparation by observations of health care managerial operations “in the field” and/or by applications of their classroom knowledge and skills to the projects/situations in the real healthcare environment. Students are presented with an option to gain valuable experience, to identify career opportunities, and to make connections with professionals who might provide letters of recommendation or to help with job searches. The Internship requires 30 clock hours of internship experience for every credit hour of academic time. Mid-career students with managerial experience in the healthcare field may request Prior Learning Assessment credit for this course. This course can be repeated for an additional 4 hours as elective credit. Students must complete a pre-registration checklist the semester before their Senior Internship to secure their internship site and internship learning outcomes. Prerequisite: Senior standing and permission of HSA Lead Faculty. (5)

HISTORY

- HIS 101 Western Civilization I** **3:0:3**
 This course surveys the historical evolution of Western Civilization from the dawn of history through the Renaissance and the rise of the Nation-State system. (T, 5, 8)
 IAI - S2.902
- HIS 102 Western Civilization II** **3:0:3**
 This course is a continuation of History 101 from Louis XIV to the present. (T, 5, 8)
 IAI - S2.903
- HIS 121 United States History** **3:0:3**
 This course studies the time frame from the colonial period through the Civil War. In addition to political history, the social and economic forces which have profoundly affected the American people and the problems which attend world leadership. (T, 5, 8)
 IAI - S2.900
- HIS 122 United States History II** **3:0:3**
 This course is a continuation of History 121 from the Civil War to the present. (T, 5, 8)
 IAI - S2.901
- HIS 129 The African-American Experience** **3:0:3**
 This course examines the people, events, and forces which have shaped the nation from “slavery to self-determination.” The focus will be on the hardships but, more importantly, the positive contributions of black Americans in our history from the period of the nation’s founding to the present. The class will gain, through exploration of stories and objects, an appreciation for the “experience” of Black America. (T)

- HIS 205 The United States in the Twentieth Century 3:0:3**
 This course traces the great change in the United States from the 20th century's dawn to the present. Special emphasis will be placed upon cultural-social forces and responses, including popular culture and entertainment, reform movements, and American values, in the context of the dynamic interplay of political and world events from a cultural/social and a domestic perspective. **(T)**
- HIS 211 The Life of Lincoln and the Civil War I 3:0:3**
 This course is a survey of the important history and events affecting the life of Abraham Lincoln and the Civil War. Use of Lincoln College's special collections of books and pamphlets as well as the writings of Abraham Lincoln will be included in the study. **(T)**
- HIS 301 Studies in Leadership 3:0:**
 Study and analysis of the leadership characteristics and skills of a selected historical leader whose leadership significantly impacted the society, culture, and world in which the leader lived. Focuses on the definition of effective leadership as exemplified by the leader chosen. Leaders studied vary by semester and instructor. Students may take the course a maximum of two times provided the leader is not the same as the previous semester taken. **(T, 5, 8)**

HUMANITIES

- HUM 106 Humanities I 3:0:3**
 This course focuses on ancient and Medieval Studies. Through an interdisciplinary study involving literature, philosophy, and history, this course focuses on the ancient and medieval cultures and their relevance to our own. Corequisite: ENG 101 **(T)**
IAI – H9.900
- HUM 107 American Studies I 3:0:3**
 Through an interdisciplinary study that includes literature, philosophy, and history, this course focuses on American cultures, especially popular culture. Corequisite: ENG 101 **(T, 5, 8)**
IAI - H9.903D
- HUM 108 Humanities II 3:0:3**
 The focus for this course is modern studies. Through an interdisciplinary study involving literature, philosophy, and history, this course focuses on the development of the 15th through 20th century cultures. Corequisite: ENG 101 **(T, 5, 8)**
IAI - H9.900
- HUM 144 Cultural Expressions of Gender 3:0:3**
 This course explores the ways gender, sex, class, race, and nationality intersect to shape experience, culture, and social institutions. Various theories will be surveyed as well as analysis from scholars in the field. The class will then situate these theories in global and historical perspectives. Areas of analysis include social institutions such as family, education, work, media, sports, and cultural representations of gender. Corequisite: ENG 101 **(T)**
- HUM 150 Mythology 3:0:3**
 Through art, literature, movies, psychology, and symbol, the mythology of several cultures and time periods will be explored, including major issues concerning the study of myth. Corequisite: ENG 101 **(T)**
AI - H9.901
- HUM 304 The American Landscape 3:0:3**
 Study and analysis of a variety of American writers that will lead to a study of our cultural definition of what it means to be an American. Attention will be given to different eras of history and a variety of social perspectives. The class will use readings from poetry, drama, fiction, non-fiction, as well as an analysis through film. **(T, 5, 8)**

INTERDISCIPLINARY STUDIES

- IDS 105 Freshman Seminar 3:0:3**
This course is designed to act as an academic, cultural, and social transition to college. Freshmen Seminar provides a platform for promoting intellectual, personal, academic, and social growth and success. The course introduces students to college policies, procedures, and services; addresses academic and career choices; and, helps students clarify their purpose, meaning and direction. Students will be introduced to the rigor expected of college students through intellectual discussions, activities, and reading and writing assignments. Prerequisite: Students entering Lincoln College with 0 - 15 credit hours are required to enroll in IDS 105 during their first semester. Students entering Lincoln College with over 15.1 – 45 credits are eligible to enroll but are not required to enroll. **(T, 5, 8)**
- Note:** IDS 105 may only be repeated one time. Students who are required to enroll in IDS 105 and who do not pass the course after the second attempt will be dismissed from Lincoln College.
- IDS 120 Student Leadership Strategies 3:0:3**
This course will introduce students to an interdisciplinary understanding of leadership and provide opportunities to move the students' understanding beyond theory into practical applications. Through a unique blend of lecture and activities, students will gain an understanding of leadership from the perspectives of communication, psychology, sociology, and history with a focus on the expectations, responsibilities, and commitments of student leadership in a campus environment. Students will be challenged to identify personal leadership styles while adopting appropriate mindsets and behaviors that will strengthen effective leadership. As a result of this course, students will be empowered to actively serve as leaders on campus or in a larger community. Prerequisite: ENG 101; Corequisite: CMN 101 **(T)** **[EX]**
- IDS 295 Critical Thinking in Arts 1-2:0:1-2**
296 This course examines critical thinking in the visual and verbal arts. The content of this course changes, contingent on semester and teachers. Prerequisite: Minimum 3.00 grade point average. **(T)**
- IDS 300 Principles of Interpretation Using Living History 3:0:3**
This course examines principles of interpretation relating to living history. Students explore and analyze various forms of interpretation, the philosophy and principles of interpreting living history, and develop interpretive themes, goals and objectives through a process of interpretative research and the development of oral presentations. Prerequisite: CMN 101, ENG 102, any 3 credits of HIS **(T)**
- IDS 305 Strategies for a Successful Transition from College to Career 1:0:1**
This course is designed to prepare students for a seamless transition from college to the next stage in their lives. Whether the student is looking to pursue a career or enroll in graduate school, Senior Seminar will engage the student in the processes of developing the critical skills and competencies necessary to create their unique and empowering transition plan. These skills include; career and/or graduate school exploration, creating effective resumes and cover letters or graduate school applications, developing top notch interviewing skills, understanding how to professionally follow-up after an interview, enhancing social etiquette, increasing emotional intelligence, etc. Students will also take part in job shadow experiences, information sessions, corporate visits, senior leader meet and greets, etiquette events and short term internships. Prerequisite: 75 earned credit hours. **(T)**
- IDS 491 Practicum 1:0:3**
The practicum allows students to apply the skills and knowledge developed in the diversity studies program. The placement would contain a significant opportunity to work with diversity in some capacity, such as providing workshops, reviewing procedures for compliance to laws, etc. This course may be repeated for an additional three (3) hours as diversity elective credit. Prerequisite: Permission of Lead Faculty of Liberal Arts or Diversity Practicum Faculty and Senior Standing. **(T, 5, 8)**

LAW

- LAW 101 Introduction to Legal Studies 3:0:3**
Provides an overview of our legal system and the sources of our state and federal laws. This course introduces many substantive and procedural areas of law. This course also examines the legal profession, the role of the paralegal and the attorney, and the regulation of attorney and paralegal conduct. It provides an introduction to legal ethics and the ethical dilemmas facing those in the legal professions including ways to resolve those ethical dilemmas. **(T, 5, 8)**
- LAW 105 Introduction to the Federal Rules of Civil Procedure 3:0:3**
An introduction to the Federal Rules of Civil Procedure including jurisdiction and venue; drafting a petition or complaint, an answer and counterclaim amendments; motions to dismiss or for summary judgment; discovery; pretrial; disposition of cases with trial; right to jury trial; res judicata; parties; interpleader and impleader; intervention; class action suits; and the process for filing an appeal. **(T, 5, 8)**
- LAW 200 Law Office Technology 3:0:3**
Introduces specialty applications software for law office management and case management. Examines computer applications in the legal field by studying the fundamentals of computer technology in the practice of law and reviewing the building blocks of law-related applications software including word processing, spreadsheets, electronic databases, and other tools. Instructs students on conducting e-discovery and related computer applications for litigation, presentation of exhibits and trial graphics, and electronic trial preparation. **(T, 5, 8)**
- LAW 202 Legal Research and Writing 3:0:3**
An introduction to the fundamentals of legal reasoning, research, and writing. Includes classroom instruction, library exercises, LEXIS and WESTLAW training, independent research, and writing projects. Prerequisite: "C" or better in ENG 102. **(T, 5, 8)**
- LAW 205 Real Property Law 3:0:3**
An introduction to real property law including the forms of ownership, such as tenants in common, joint tenants, tenancy by the entirety and life tenancy with remainderman. Topics covered include; adverse possession; the landlord and tenant relationship, water law and riparian rights; methods of allocating and developing land resources; nonpossessory interests; easements (by grant or by necessity), covenants, and warranties; waste; and nuisance. Prerequisite: "C" or better in LAW 105. **(T, 5, 8)**
- LAW 210 Law of Contracts 3:0:3**
An introduction to the law of contracts, including the requirements for the formation of a contract and some examples of quasi-contractual obligations (restitution). Included are problems relating to remedies, excuses for nonperformance, third-party beneficiaries, and assignment. Prerequisite: "C" or better in LAW 105. **(T, 5, 8)**
- LAW 215 Environmental Law and Policy 3:0:3**
This course surveys federal environmental law and common disputes arising from environmental mechanisms (climate change, water law, endangered species, toxic substances, environmental impact analyses, and environmental risk). The course will provide an overview of the history of the emergence of modern environmental law in the United States, and constitutional law issues that arise in the environmental law context. This course will also review specific environmental statutes, with an emphasis on the Clean Air Act and Clean Water Act, with a more general review of the basis operation of other laws, such as the National Environmental Policy Act and the Comprehensive Environmental Response, Compensation, and Liability Act. Prerequisite: POS 101. **(T, 5, 8)**
- LAW 300 Tort Law 3:0:3**
A study of situations involving negligence, gross negligence, willful and wanton misconduct, comparative negligence, strict liability and product liability. Prerequisite: "C" or better in LAW 202. **(T, 5, 8)**

- LAW 302 Advanced Legal Research and Writing 3:0:3**
Students engage in persuasive legal writing by focusing on the research and analysis required in writing a legal brief. Students draft a trial memorandum or an appellate brief. Oral arguments also are part of the course. The focus is on the writing process and involves feedback on multiple drafts. Prerequisite: "C" or better in LAW 202. **(T, 5, 8)**
- LAW 315 Entertainment Law 3:0:3**
This course examines key issues involved in the practice of Entertainment Law for future litigators and future transactional attorneys. Topics include: copyright law, infringement, and fair use; sampling and the law; digital media; industry trends and changes in the Digital Age; licensing; record contracts, both old and new; songwriter contracts; producer contracts; management contracts; concert touring and promotion; trademarks and enforcement; basics of film financing and production; and the changing world of television. The course will regularly include music, video, and film examples to discuss in class. Prerequisite: "C" or better in LAW 101. **(T, 5, 8)**
- LAW 320 Business Organization Law 3:0:3**
Examines the nature of sole proprietorships, partnerships, limited partnerships, limited liability companies, corporations, and S corporations. Emphasis is placed on drafting articles of incorporation and articles of organization, partnership and limited partnership agreements, corporate minutes and consent without a meeting, and preparation of various documents with respect to corporate, LLC and partnership formation. Prerequisite: "C" or better LAW 101. **(T, 5, 8)**
- LAW 346 Criminal Law 3:0:3**
An examination of common law and statutory law related to crimes of homicide, rape, assault, battery, kidnapping, arson, burglary, theft, attempt, solicitation, and conspiracy; general principles of imputability and responsibility and defenses are analyzed. Prerequisite: "C" or better in LAW 202. **(T, 5, 8)**
- LAW 350 Criminal Procedure 3:0:3**
Examination of the rules governing the operation of the criminal justice system from investigation to trial. Among the topics included in this course are: the meaning of due process; arrest, search, and seizure; wiretapping and electronic eavesdropping; police interrogation and confessions; eyewitness identification procedures; the scope and administration of the exclusionary rules; and grand jury investigations. Prerequisite: "C" or better in LAW 346. **(T, 5, 8)**
- LAW 391 Law Clinic 3:0:3**
Integrates the classroom experience with practice as a paralegal. Clinic legal studies students participate in a wide range of clinical activities under the close and supportive supervision of an attorney. Students learn what it means to be a paralegal by working with the economically disadvantaged and under-represented persons in the community and by analyzing this experience. While working with clients in various areas of law (such as tax law, family law, and bankruptcy law), students will explore a substantive area of law and its processes. Issues of professional responsibility are also considered. Students will meet periodically with other clinic students and the faculty attorney to discuss the area of substantive law, the paralegal skills they developed, and any ethical issues they encountered. This course may be repeated one time for credit. Prerequisite: Junior/Senior standing; Lead Faculty Approval. **(T, 5, 8)**
- LAW 403 Wills, Estates, and Trusts 3:0:3**
A study of the laws governing wills, estates, and revocable and irrevocable trusts. Topics covered include will drafting, inheritance through testacy and intestacy, the role of personal representatives in estate administration, formal and informal probate procedures, will contests, and tax issues to consider when estate planning. The course also addresses techniques for gathering facts, listing assets, and drafting probate documents and reports. Students also will gain first-hand knowledge about opening and closing an estate. Prerequisite: "C" or better in LAW 205. **(T, 5, 8)**

- LAW 406 Evidence 3:0:3**
Covers the Federal Rules of Evidence and their common law sources including standards and procedures for admission and exclusion of all forms of evidence. Examines problems of relevance, prejudice, character and conduct evidence, hearsay evidence, testimonial privileges, dying declaration, and expert testimony. Prerequisite: "C" or better in LAW 350. **(T, 5, 8)**
- LAW 456 Ethics in Law and Professional Practice 3:0:3**
This course is designed to prepare students to recognize and deal with ethical issues in the practice of law. Topics investigated include: actual and potential conflicts of interest, confidentiality in the context of an adversarial system; A lawyer's responsibility as an advocate in and out of the courtroom; ethical problems encountered by all lawyers; special problems facing prosecution and criminal defense lawyers; advertising and solicitation; and admission to the Bar. Actual and hypothetical problems are analyzed in light of the Model Rules of Professional Conduct and the Illinois Rules of Professional Conduct. Prerequisite: Junior/Senior standing. **(T, 5, 8)**
- LAW 474 Senior LSAT Preparation Seminar 3:0:3**
The LSAT is an essential part of law school admission requirements. Students will sharpen their test-taking skills by preparing for the type of questions typically found on the exam. This course will cover the four major components of the LSAT: Analytical Reasoning, Logical Reasoning, Reading Comprehension, and the Writing Sample. Students will take simulated LSAT exams, answer actual LSAT questions from recent examinations, and learn test-taking strategies. Students also will draft a personal statement suitable for inclusion in a law school application. Prerequisite: "C" or better in CRT 301. **(T, 5, 8)**
- LAW 480 Litigation Practice 3:0:3**
Provides litigation practice through preparation for and participation in a mock trial (LAW 495). Students develop effective methods for analyzing and preparing cases for presentation in trial. In particular, this course teaches students essential skills in understanding and applying the rules of evidence, preparing exhibits for trial, jury selection, giving an opening statement, direct and cross examinations, and closing arguments at trial. Prerequisite: "C" or better in LAW 406. **(T, 5, 8)**
- LAW 491 Legal Internship 3:0:3**
Students will work in civil or criminal nonprofit or public sector settings, as approved by a faculty advisor, under the supervision of experienced mentor attorneys. Students will do work in the legal profession with attention to their individual learning goals. Students will reflect upon their experiences and examine the skills and values necessary to the representation of clients. The course includes completing written assignments, maintaining a journal, and participation in a seminar component. Course may be repeated one time for additional 3 credits. Prerequisite: Senior standing; Lead Faculty Approval. **(T, 5, 8)**
- LAW 495 Moot Trial Court 4:0:4**
Designed as the capstone course for the Bachelor of Law degree, this course integrates all elements of previous coursework to help students further develop public speaking and analytical skills. Students will prepare for a moot trial court involving analysis of court cases, brainstorming sessions to help develop arguments, sessions addressing public speaking and style, preparation of written legal arguments and motions, practice sessions in which students present arguments, respond to questioning, and grill and provide feedback to other students. Prerequisite: Senior standing. **(T, 5, 8)**

MATHEMATICS

- MAT 091 Beginning Algebra (Does not count toward College Credit) 4:0:4**
This introductory algebra course is designed for students who have little or no background in algebra, and need to develop basic algebra skills prior to taking intermediate algebra. Topics include: real numbers and variable expressions; linear equations and inequalities; applications of linear equations and inequalities including geometry, mixture, and percent; graphing in the coordinate plane with analysis of equations and graphs; polynomials and exponents; scientific notation; factoring polynomials and solving quadratic equations by factoring. Students will be expected to use appropriate technology (calculator required) as one tool to achieve competency in Beginning Algebra. **(T, 5, 8)**

- MAT 093 Mathematics Literacy (Does not count toward College Credit) 4:0:4**
 This course is designed for students who need to develop basic skills for non-algebra track college-level mathematics. Topics include an introduction to the basics of real numbers and algebraic concepts; linear equations, inequalities, and graphs; problem solving with geometry, proportions, and percents; statistics and probability; set theory; and finance. (T, 5, 8)
- MAT 095 Intermediate Algebra (Does not count toward College Credit) 4:0:4**
 This course is designed for students who have some background in algebra, either high school algebra or MAT 091, but still need to develop additional algebra skills prior to taking college level mathematics. Topics include: rational expressions, radicals and rational exponents, complex numbers, compound inequalities, absolute value equations and inequalities, linear systems, quadratic equations, and basic functions. Scientific Calculator required.
 Prerequisite: MAT 091 with a "C" or better or placement. (T, 5, 8)
- MAT 105 General Education Mathematics 3:0:3**
 This course focuses on mathematical reasoning and the solving of real-life problems rather than on routine skills and appreciation. A maximum of four of the following topics will be studied in depth: geometry, counting techniques and probability, graph theory, logic game theory, linear programming, finance, and statistics. The use of calculators and computers is strongly encouraged. Departmental approved scientific or graphing calculator required.
 Prerequisite: "C" or better in MAT 093 or MAT 095 or placement. (T)
IAI - M1.904
- MAT 107 Mathematics for Elementary School Teachers I 3:0:3**
 Topics to be covered in this course will be chosen from problem solving, sets and logic, numeration systems, integers, number theory, rational and real numbers, and applications of mathematics. There will be an emphasis on problem solving throughout the course. Departmental approved scientific or graphing calculator required. Prerequisite: Mathematics placement or grade of "C" or better in MAT 095. (T)
- MAT 108 Mathematics for Elementary School Teachers II 3:0:3**
 This continuation of MAT 107 is designed to meet state certification for elementary teachers. This course will focus on mathematical reasoning and problem solving. Topics for the semester will be selected from the real number system, measurement, non-metric geometry, probability and statistics. Small-group work and hands-on activities will make students active participants in the learning process. Calculators, computers, and writing will be integrated throughout both courses. Departmental approved scientific or graphing calculator required. Prerequisite: Mathematics placement or grade of "C" or better in MAT 107. (T)
IAI - M1.903
- MAT 110 Elementary Statistics (M1 902) 3:0:3**
 This is an introductory course in elementary statistics designed for the liberal arts student. Topics covered include distributions, estimation, hypothesis testing, correlation, and regression. Departmental approved scientific or graphing calculator required. Prerequisite: "C" or better in MAT 093 or MAT 095 or placement. (T, 5, 8)
IA I -M1.902
- MAT 119 College Algebra 4:0:4**
 This course is designed for the student who needs an advanced math course to serve as a Prerequisite for (a) a finite math course, (b) a business calculus course or standard calculus course, or (c) to satisfy a liberal arts requirement. Topics include the algebra of functions (polynomial, rational, exponential, logarithmic), graphing, and solving equations, including systems. Graphing calculator required. Prerequisite: MAT 095 with a "C" or better or placement. (T, 5, 8)

- MAT 120 Finite Mathematics** **4:0:4**
 This is a course designed for the business and social sciences student. Topics to be covered include matrix theory and applications, linear programming, math finance, probability, and statistics. Departmental approved scientific or graphing calculator required. Prerequisite: Mathematics placement or grade of "C" or better in MAT 119. **(T, 5, 8)**
IAI - M1.906
- MAT 123 Applied Calculus (Formerly MAT 131)** **4:0:4**
 This course is designed specifically for students in business and social science. Topics covered include algebra review, nonlinear functions, differentiation, antidifferentiation, definite integral and multivariate calculus. Departmental approved graphing calculator required. Prerequisite: Mathematics placement or grade of "C" or better in MAT 119. **(T)**
IAI - M1.900B
- MAT 125 Pre-Calculus** **4:0:4**
 This course serves as a prerequisite for a standard calculus course. Topics covered are functions with their graphs and applications (linear, quadratic, absolute values, rational, polynomial, exponential, logarithmic and trigonometric), basic trigonometry functions, trigonometric identities, inverses, complex numbers, and analytic geometry (conics). Department approved graphing calculator required. Prerequisite: Mathematics placement or grade of "C" or better in MAT 119. **(T)**
- MAT 130 Calculus and Analytic Geometry I** **4:0:4**
 This is a first course in a three-course sequence that includes material from analytic geometry, differential calculus, and integral calculus. Topics covered include introduction to analytic geometry, functions, limits, differentiation, and integration. Department approved graphing calculator required. Prerequisite: Mathematics placement or grade of "C" or better in MAT 125. **(T)**
IAI – M1.900-1
IAI Major – MTH 901
- MAT 231 Calculus and Analytic Geometry II** **4:0:4**
 This course is a continuation of MAT 130. The focus will be on techniques and applications of integration, improper integrals, applications, differential equations, and infinite series. Department approved graphing calculator required. Prerequisite: Mathematics placement or grade of "C" or better in MAT 130. **(T)**
IAI – M1.900-2
IAI Major – MTH 902
- MAT 232 Calculus and Analytic Geometry III** **4:0:4**
 This course is a continuation of MAT 130 and MAT 231. It is a course for advanced students in the calculus sequence. Students are supervised by an instructor who evaluates their progress and assigns readings and problems. Topics covered include vectors and vector-valued functions, functions of several variables and partial differentiation, multiple integrals, elementary complex variables, elementary differential equations, line and surface integrals, and vector calculus. Department approved graphing calculator required. Prerequisite: Mathematics placement or grade of "C" or better in MAT 231. **(T)**
IAI – M1.900-3
IAI Major – MTH 903

MUSIC

- MUS 101 Foundations of Music** **3:0:3**
 This course is a study of clefs, notations, rhythm, scale structures, pitch, and melodic writing. **(T)**
- MUS 105 Beginning Class Piano** **2:0:2**
 This course focuses on beginning instruction in piano. Prerequisite: May receive proficiency credit through audition **(T)**

- MUS 106 Intermediate Class Piano I** **2:0:2**
 This course is designed as group piano instruction for the student who has progressed beyond the beginning stage. Prerequisite: MUS 105 or audition placement; May receive proficiency credit through audition (T)
- MUS 107 Intermediate Class Piano II** **2:0:2**
 This course is designed as group piano instruction for the student who has progressed beyond the beginning stage. Prerequisite: MUS 106 or audition placement. (T)
- MUS 109, 110, 209, 210, 309, 310, 409, 410 Lincoln College Chorale I** **1:0:1**
 The Chorale is comprised of a mixed vocal group. Although previous choral experience is desirable, it is not essential. This group represents the College at official functions and performs several times during the year. Must be taken in sequential order. (T)
- MUS 111 Beginning Voice** **2:0:2**
 The focus for this course is instruction in the elements of voice production. (T)
- MUS 116 Music Appreciation** **3:0:3**
 This is a music listening course surveying historical trends and styles of music from medieval times to the present and a study of composers, their lives, and music. (T, 5, 8)
 IAI – F1.900
- MUS 117 Show Choir I** **1:0:1**
 The Show Choir is a traveling performance group that incorporates choreography and vocals and represents Lincoln College at a variety of functions. The group consists of females and males and is by audition only. Auditions are held at the beginning of each semester. By audition only. (T)
- MUS 118 Show Choir II** **1:0:1**
 The Show Choir is a traveling performance group that incorporates choreography and vocals and represents Lincoln College at a variety of functions. The group consists of females and males and is by audition only. Auditions are held at the beginning of each semester. Prerequisite: MUS 117. (T)
- MUS 138 Music Revue** **1:0:1**
 The Music Revue is a performance group that employs an interdisciplinary approach, including song composition, arrangements, theatrical elements, dance, spoken word, and other visual components inherent to modern live musical performance. Students are limited to a maximum 8 Music Revue credits while enrolled at Lincoln College. In order to complete the baccalaureate degree in Contemporary Jazz Studies, students must successfully complete at least four credits of MUS 138. (T)
- MUS 140 Introduction to Musical Theatre** **3:0:3**
 This is a study of the basic elements of the Musical Theatre. The course covers such areas as Opera, Comic Opera, The American Minstrel Show, Vaudeville, Operetta, and the Modern Musical Theatre. Various musical styles and genres are covered with emphasis on the American Musical and its origins. This course includes lectures and films depicting the Musical Theatre as an American art form. (T)
- MUS 141 Music Theory** **3:0:3**
 The four courses, each one semester in length, are designed to present the theory of music to prepare the student for further study. The sequence of courses will include work in harmony, part writing, analysis of literature, and composition. Each course will build on the preceding work and expand the general music knowledge of the student. Prerequisite: "C" or better in MUS 101 or placement. (T)
- MUS 142 Music Theory II** **3:0:3**
 The four courses, each one semester in length, are designed to present the theory of music to prepare the student for further study. The sequence of courses will include work in harmony, part writing, analysis of literature, and composition. Each course will build on the preceding work and expand the general music

knowledge of the student. Prerequisite: MUS 141. **(T)**

- MUS 143 Aural Skills I** **1:0:1**
The four courses, each one semester in length, are designed to promote aural skills through methods such as interval identification, sight-singing, and melodic and harmonic dictation. Each course will build on the preceding work and expand the general aural skills of the student. **(T)**
- MUS 144 Aural Skills II** **1:0:1**
The four courses, each one semester in length, are designed to promote aural skills through methods such as interval identification, sight-singing, and melodic and harmonic dictation. Each course will build on the preceding work and expand the general aural skills of the student. Prerequisite: MUS 143. **(T)**
- MUS 146 Chamber Choir I** **1:0:1**
Choral music for female, male, and/or mixed ensembles will be studied by means of rehearsal and performance. Chamber Choir is a performance-based group and will perform a variety of music genres including Broadway, Jazz, Pop, Gospel, and Classical. This group is by audition only. Auditions are held at the beginning of each semester. Students may elect to take this course each semester they are enrolled at Lincoln College. By audition only. Must be taken in sequential order. **(T)**
- MUS 147 Chamber Choir II** **1:0:1**
Choral music for female, male, and/or mixed ensembles will be studied by means of rehearsal and performance. Chamber Choir is a performance-based group and will perform a variety of music genres including Broadway, Jazz, Pop, Gospel, and Classical. This group is by audition only. Auditions are held at the beginning of each semester. Students may elect to take this course each semester they are enrolled at Lincoln College. By audition only. Must be taken in sequential order.
Prerequisite: MUS 146 **(T)**
- MUS 151 Jazz Combo** **1:0:1**
This is a smaller instrumental performance group. Students in this group will concentrate on smaller group study and performance of contemporary and period music in smaller “combo” settings. Students may elect this course each semester they are enrolled at Lincoln College. May be repeated up to eight (8) earned credit hours. **(T)**
- MUS 191 Applied Lessons** **1:0:1**
Lessons in voice and orchestral instruments (piano, brass, woodwinds, percussion, strings, guitar and organ) or music technology (editing, mixing, and production) are offered through private instruction. The fee for all private lessons is \$300/semester. Lessons are prepared by the student and presented to the instructor once per week. In order to complete the baccalaureate degree in Contemporary Jazz Studies, students must successfully complete at least four credits of MUS 191. In special circumstances, such as a transfer to Lincoln College to complete a baccalaureate degree in fewer than eight semesters, students may take a maximum of two credits per semester in order to meet the requirement of four hours. *May receive proficiency credit through audition. **(T)**
- MUS 206 Intermediate Class Piano III** **2:0:2**
This course is designed as group piano instruction for the student who has progressed beyond the beginning stage. Prerequisite: MUS 107 or audition placement. **(T)**
- MUS 207 Intermediate Class Piano IV** **2:0:2**
This course is designed as group piano instruction for the student who has progressed beyond the beginning stage. Prerequisite: MUS 206 or audition placement. **(T)**
- MUS 211 Class Voice** **2:0:2**
The focus of this course is group instruction in the elements of voice production. **(T)**
- MUS 217 Show Choir III** **1:0:1**
The Show Choir is a traveling performance group that incorporates choreography and vocals and

represents Lincoln College at a variety of functions. The group consists of females and males and is by audition only. Auditions are held at the beginning of each semester. By audition only.

Prerequisite: MUS 118. **(T)**

- MUS 218 Show Choir IV** **1:0:1**
The Show Choir is a traveling performance group that incorporates choreography and vocals and represents Lincoln College at a variety of functions. The group consists of females and males and is by audition only. Auditions are held at the beginning of each semester. By audition only.
Prerequisite: MUS 217. **(T)**
- MUS 241 Music Theory III** **3:0:3**
The four courses, each one semester in length, are designed to present the theory of music to prepare the student for further study. The sequence of courses will include work in harmony, part writing, analysis of literature, and composition. Each course will build on the preceding work and expand the general music knowledge of the student. Prerequisite: MUS 142. **(T)**
- MUS 242 Music Theory IV** **3:0:3**
The four courses, each one semester in length, are designed to present the theory of music to prepare the student for further study. The sequence of courses will include work in harmony, part writing, analysis of literature, and composition. Each course will build on the preceding work and expand the general music knowledge of the student. Prerequisite: MUS 241. **(T)**
- MUS 243 Aural Skills III** **1:0:1**
The four courses, each one semester in length, are designed to promote aural skills through methods such as interval identification, sight-singing, and melodic and harmonic dictation. Each course will build on the preceding work and expand the general aural skills of the student. Prerequisite: MUS 144. **(T)**
- MUS 244 Aural Skills IV** **1:0:1**
The four courses, each one semester in length, are designed to promote aural skills through methods such as interval identification, sight-singing, and melodic and harmonic dictation. Each course will build on the preceding work and expand the general aural skills of the student. Prerequisite: MUS 243. **(T)**
- MUS 246 Chamber Choir III** **1:0:1**
Choral music for female, male, and/or mixed ensembles will be studied by means of rehearsal and performance. Chamber Choir is a performance-based group and will perform a variety of music genres including Broadway, Jazz, Pop, Gospel, and Classical. This group is by audition only. Auditions are held at the beginning of each semester. Students may elect to take this course each semester they are enrolled at Lincoln College. By audition only. Must be taken in sequential order.
Prerequisite: MUS 147. **(T)**
- MUS 247 Chamber Choir IV** **1:0:1**
Choral music for female, male, and/or mixed ensembles will be studied by means of rehearsal and performance. Chamber Choir is a performance-based group and will perform a variety of music genres including Broadway, Jazz, Pop, Gospel, and Classical. This group is by audition only. Auditions are held at the beginning of each semester. Students may elect to take this course each semester they are enrolled at Lincoln College. By audition only. Must be taken in sequential order.
Prerequisite: MUS 246 **(T)**
- MUS 306 Tonal Counterpoint** **2:0:2**
Basic contrapuntal principles and skills, especially as applied to 18th and 19th century styles. Extensive writing practice, and analysis of stylistic models. Introduction to major contrapuntal forms. Prerequisite: MUS 242 with a grade of "C" or better. **(T)**
- MUS 311 Vocal Literature** **2:0:2**
A study of vocal music for teaching at all levels of advancement that acquaints students with vocal music from Medieval, Renaissance, Baroque, Classical, Romantic, and contemporary music style periods. Vocal

literature, sight-reading, recorded music listening assignments, score study, writing assignments, and lecture/performance presentations in class include studies of vocal methods, vocal music editions, and collections and publishers highlighting the vocal literature of sixteen major composers. Prerequisite: one or more semesters of private voice instruction. **(T)**

MUS 317 Form & Analysis **2:0:2**
Comprehensive study of harmonic and formal structures and typical stylistic traits of 18th and 19th century music. Prerequisite: MUS 242 with a grade of “C” or better. **(T)**

MUS 318 Principles of 20th Century Music **2:0:2**
Comprehensive study of harmonic techniques and other stylistic traits of major 20th century idioms. Prerequisite: MUS 306 with a grade of “C” or better. **(T)**

MUS 319 Jazz History I **3:0:3**
The stylistic evolution of Jazz from the late 19th century to the present, examined within its American cultural context. This course traces the historical development of the following jazz styles – Ragtime, Swing, Be-Bop, Hard Bop, Third Stream, Free Jazz, and Fusion – coexisting within the contemporary jazz idiom. Prerequisites: MUS 101 and MUS 141. **(T)**

MUS 330 Commercial Music Lab **2:0:2**
Commercial Music Lab will explore the performance practices of 20th century American commercial music styles within an ensemble setting, covering music from a variety of American musical genres including Blues, Folk, Country, Soul, R&B, Rock and others, with emphasis given to musicians of high artistic or cultural importance. Each semester, the class will develop and prepare song arrangements for the ensemble, including the rearrangement of a contemporary song. Each student enrolled will be responsible for one arrangement per semester. Prerequisite: MUS 319. **(T)**

MUS 335 Music History and Literature I (formerly MUS 219) **3:0:3**
This course will include a general view of the development of Western music and its literature. The course covers music from medieval times to the 18th century and deals with broad historical lines and comparisons of various styles in composition and performance. Course content gives the student a basis for further study in music history and literature. Prerequisite: Junior standing or approval of instructor. **(T)**

MUS 336 Music History and Literature II **3:0:3**
This course will include a general view of the development of Western music and its literature. The course, a continuation of MUS 335, covers music from the Baroque era to modern times and deals with broad historical lines and comparisons of various styles in composition and performance. Course content gives the student a basis for further study in music history and literature. Prerequisite: Junior standing or approval of instructor. **(T)**

MUS 338 Advanced Jazz Ensemble **2:0:2**
This is a performance group studying instrumental jazz in an ensemble setting. Students will study the history of jazz and engage in music production through the study of contemporary and period musical compositions. Students may elect this course each semester they are enrolled at Lincoln College. By audition only. Prerequisite: MUS 239. **(T)**

MUS 341 Jazz Arranging I **3:0:3**
Fundamentals of jazz harmony, rhythmic style, and melodic development utilized in jazz improvisation. Technical, ear training, and improvisation exercises using the major scales and the Dorian and Mixolydian modes. Analysis, transcription, and performance of recorded jazz solos are used to illustrate these principles. **(T)**

- MUS 342 Jazz Theory I** **3:0:3**
 Music theory as it applies to Swing and Bebop Jazz styles. Scale/chord relationships; harmonic notation; standard sectional song forms; and alterations, extensions, and substitutions. **(T)**
- MUS 346 Chamber Choir V** **1:0:1**
 Choral music for female, male, and/or mixed ensembles will be studied by means of rehearsal and performance. Chamber Choir is a performance-based group and will perform a variety of music genres including Broadway, Jazz, Pop, Gospel, and Classical. This group is by audition only. Auditions are held at the beginning of each semester. Students may elect to take this course each semester they are enrolled at Lincoln College. By audition only. Must be taken in sequential order. Prerequisite: MUS 247 **(T)**
- MUS 347 Chamber Choir VI** **1:0:1**
 Choral music for female, male, and/or mixed ensembles will be studied by means of rehearsal and performance. Chamber Choir is a performance-based group and will perform a variety of music genres including Broadway, Jazz, Pop, Gospel, and Classical. This group is by audition only. Auditions are held at the beginning of each semester. Students may elect to take this course each semester they are enrolled at Lincoln College. By audition only. Must be taken in sequential order. Prerequisite: MUS 346 **(T)**
- MUS 351 Advanced Jazz Combo** **2:0:2**
 This is a smaller instrumental performance group. Students in this group concentrate on smaller group study and performance of contemporary and period music in smaller “combo” settings. By audition only. Prerequisite: MUS 252. **(T)**
- MUS 355 Foundations of Vocal Pedagogy** **2:0:2**
 Introduction to the philosophical and psychological foundation of teaching music; practical considerations in teaching private and group lessons. Prerequisite: MUS 106, one or more semesters of private voice instruction/proficiency credit. **(T)**
- MUS 360 Songwriting Seminar** **2:0:2**
 Songwriting Seminar introduces students to a variety of classic 20th century American commercial music and encourages students to draw inspiration from these styles to create their own original compositions. Students will listen to and learn the history of a diverse selection of musical genres including Blues, Folk, Country, Soul, R&B, Hip-Hop, Musical Theater and others, with emphasis given to songwriters of high artistic or cultural importance. Students will develop and prepare original songs for performance and studio recording. Prerequisite: MUS 319. **(T)**
- MUS 361 Jazz Instrument Techniques I** **3:0:3**
 A study of the performance techniques of the jazz rhythm section. Instruments include the following: guitar, bass guitar, drum kit, vibraphone, and piano. Students study teaching techniques appropriate for the instruction of the instruments at various levels. **(T)**
- MUS 362 Pronunciation and Diction for Singers- English and Italian** **2:0:2**
 Establishment of proper pronunciation as applied to vocal literature in English and Italian languages. Students are required to demonstrate proper pronunciation and fluency with the singers’ International Phonetic Alphabet (IPA). Students will practice pronunciation, write out lyrics using IPA, and perform in English and Italian in class. Prerequisite: One or more semesters of private voice instruction. **(T)**
- MUS 363 Pronunciation and Diction for Singers- German and French** **2:0:2**
 Establishment of proper pronunciation as applied to vocal literature in German and French languages. Students are required to demonstrate proper pronunciation and fluency with the singers’ International Phonetic Alphabet (IPA). Students will practice pronunciation, write out lyrics using IPA, and perform in German and French in class. Prerequisite: One or more semesters of private voice instruction. **(T)**

- MUS 391 Junior Recital** **0:0:1**
 All music majors must complete a junior recital to fulfill their degree requirements. Specific requirements for the recital can be found in the recital guide for each major. Literature will be selected by the student with assistance from their private lesson instructor.
 Prerequisite: Junior/Senior standing. **(T)**
- MUS 401 Opera Workshop** **1:0:1 or 2:0:2**
 Open to all appropriately experienced singers, actors, dancers, instrumentalists, and theater technicians. Study of opera/operetta repertoire and performance techniques. Prerequisite: MUS 323 with a grade of "C" or better or by approval. **(T)**
- MUS 402 Musical Theater Workshop** **1:0:1 or 2:0:2**
 Open to all appropriately experienced actors, singers, dancers, instrumentalists, and theater technicians. Study of musical theater/musical revue repertoire and performance techniques. Prerequisite: MUS 323 with a grade of "C" or better or by approval. **(T)**
- MUS 411 Recording Studio Production** **3:0:3**
 This advanced level course covers sound recording and engineering techniques for professional musicians. Students will be exposed to the process of recording their own original music using *Logic Pro* digital audio workstation software. **(T)**
- MUS 419 Jazz History II** **3:0:3**
 The stylistic evolution of modern jazz after Bebop; from 1945 to the present, examined within its American cultural context. Traces the historical development of the diverse styles - Bop, Third Stream, Free Jazz, and Fusion - co-existing within the contemporary Jazz idiom. Prerequisite: MUS 319. **(T)**
- MUS 441 Jazz Arranging II** **3:0:3**
 Principles of jazz harmony, rhythmic style, and melodic development utilized in jazz improvisation. Technical, ear training, and improvisation exercises and jazz repertoire utilizing the ii-V-I harmonic progression, the blues scale and form, the Aeolian and Locrian modes, and the minor ii-V-I harmonic progression. Analysis, transcription, and performance of recorded jazz solos illustrating these principles. Prerequisite: MUS 341. **(T)**
- MUS 442 Jazz Theory II** **3:0:3**
 Music theory as it applies to the stylistic changes which occurred in jazz after Bebop. Modal and chromatic harmony, polychords, pedal points, free playing, and quartal harmony. Prerequisite: MUS 342. **(T)**
- MUS 446 Chamber Choir VII** **1:0:1**
 Choral music for female, male, and/or mixed ensembles will be studied by means of rehearsal and performance. Chamber Choir is a performance-based group and will perform a variety of music genres including Broadway, Jazz, Pop, Gospel, and Classical. This group is by audition only. Auditions are held at the beginning of each semester. Students may elect to take this course each semester they are enrolled at Lincoln College. By audition only. Must be taken in sequential order. Prerequisite: MUS 347 **(T)**
- MUS 447 Chamber Choir VIII** **1:0:1**
 Choral music for female, male, and/or mixed ensembles will be studied by means of rehearsal and performance. Chamber Choir is a performance-based group and will perform a variety of music genres including Broadway, Jazz, Pop, Gospel, and Classical. This group is by audition only. Auditions are held at the beginning of each semester. Students may elect to take this course each semester they are enrolled at Lincoln College. Must be taken in sequential order. Prerequisite: MUS 446 **(T)**

- MUS 491 Senior Recital** **0:0:1**
All music majors must complete a senior recital to fulfill their degree requirements. Specific requirements for the recital can be found in the recital guide for each major. Literature will be selected by the student with assistance from their private lesson instructor. Prerequisite: Senior Standing. **(T)**

Students pursuing a baccalaureate major in music should consult with the music faculty before selecting a program of study.

ORGANIZATIONAL LEADERSHIP

- ORL 201 Self-Leadership** **3:0:3**
The course is a survey of various theories and principles of leadership from the individual, personal, group, and organizational perspectives which are required to create and maintain high-performing organizations. Students will be encouraged to assess their own leadership style and to develop a leadership action plan. **(T, 5, 8)**
- ORL 210 Group and Team Dynamics** **3:0:3**
This is an interactive course designed to prepare students for the world of teams. The focus is to develop students' understanding of team dynamics including team development, member roles, leadership, norm development, the role of conflict and diversity in teams, delegation of authority, and team management. **(T, 5, 8)**
- ORL 315 Organizational Creativity, Innovation, and High Performance** **3:0:3**
This course is designed to explore the creativity and innovation process with an emphasis on personal application. This will include identifying and enhancing the student's own creativity quotient (strengths and opportunities) and setting goals for personal application and growth. Developing leadership and team capability to facilitate creativity and innovation will be an important component of this class. Course content will also include exploring innovative organizational case studies and identifying factors and attitudes necessary to survive and thrive in today's fast paced global environment. Prerequisite: ORL 210 and Junior/Senior Standing. **(T, 5, 8)**
- ORL 318 Organizational Behavior and Theory (Cross-Listed with BUS 318)** **3:0:3**
This course examines behavior at the individual level, group level, and organization (system-wide) level, and how each level of behavior impacts organizational goals and performance. Pertinent topics at the individual level include personality and motivation; at the group level, leadership and group dynamics; and, at the organization level, organizational structure and organizational culture. The cumulative effect/integration of behavior at each level is examined on organization-wide effectiveness and efficiency. Corequisite: BUS 205 **(T, 5, 8)**
- ORL 401 Strategic Organizational Development and Change** **3:0:3**
This course is a study of the major concepts and approaches to leadership development and strategic planning for organizations. The course examines the role of mission and vision, re-engineering and restructuring in relation to organizational effectiveness, and the influence of culture, diversity, ethics, and technology in organizational adaptation and responsiveness to a changing institutional environment. Corequisite: BUS 412. **(T, 5, 8)**
- ORL 410 Global Leadership** **3:0:3**
Aspiring global leaders must be well-versed in the implications of globalization in order to be successful. This course focuses on contemporary issues related to the understanding of the roles, responsibilities and processes leaders in a global society need to be successful. Emphasis is placed on developing cultural intelligence, building global context and creating cross boundary partnerships and networks. Prerequisite: ORL 401 and Junior/Senior Standing. **(T, 5, 8)**
- ORL 412 Organizational Leadership (Cross-Listed with BUS 412)** **3:0:3**
Course identifies leadership styles and explores findings on leadership and corporate culture based on

research by behavioral scientists and experts in the field of management. Course focuses on interpersonal and group processes that can facilitate organizational change. Topical focus is on motivation, perception, communication, decision-making, and leadership as they relate to the role of the manager within an organization. Prerequisite: BUS 318 or ORL 318. **(T, 5, 8)**

- ORL 420 Project Leadership 3:0:3**
Students will explore leadership's responsibility for conceiving, designing, implementing and managing the organization's overall objectives, culture, and environment as part of the project management process. The primary focus is on understanding project management, aligning project management with the organization, project management oversight, and globalization and resources optimization. Prerequisite: BUS 205, ORL 201, and Junior standing. **(T, 5, 8)**
- ORL 495 Advanced Leadership Philosophy and Practice 3:0:3**
Designed as the capstone course, students will review current leadership and development theories and practices as those theories and practices relate to fundamental changes in the social, economic, political, and global environment. The course examines the implications of these changes on individual leadership development and the affect the changes have on the art and science of leadership practice. Prerequisite: ORL 401 and BUS 412. **(T, 5, 8)**

PHILOSOPHY

- PHL 103 Introduction to Philosophy 3:0:3**
This course introduces some of the major fields, topics, concerns, methods, and use of philosophy/Critical thinking is emphasized. **(T, 5, 8)**
IAI - H4.900
- PHL 105 Logic 3:0:3**
This course offers a study of methods of critical thinking which enable persons to distinguish between correct and incorrect reasoning, especially in problem solving regarding practical affairs. The attention focuses on problems in the use of language prejudices, confusion of issues, the detection of internal fallacies, and the rules for valid deductive and inductive reasoning. Emphasis may be on either classical logic or symbolic logic, depending on the instructor. **(T, 5, 8)**
IAI - H4.906
- PHL 107 Ethics 3:0:3**
This course is an examination of problems of personal and social morality and methods for their resolution by great thinkers, past, and present. A variety of moral positions, concepts, and systems will be studied and applied to various ethical issues. **(T, 5, 8)**
IAI - H4.904
- PHL 301 Philosophy in Popular Culture 3:0:3**
Designed to integrate fundamental theories and principles of contemporary western philosophy by prominent philosophers with the development of popular culture in the United States. Uses popular movies, television programs, literature, and social issues as case studies for examining the influence of western philosophical thought on the trends, values, and beliefs of American popular culture. **(T, 5, 8)**
- PHL 302 Values and Choices 3:0:3**
The course provides an introduction to analysis of conduct, moral reasoning, and ethical values and examines life and death issues, sexuality, truth-telling in medicine, honesty in business, cheating and lying, stealing and reparation, racism, social conflict, multicultural ethics, work and community service, and capital punishment. **(T, 5, 8)**
- PHL 303 Contemporary Philosophy and Politics 3:0:3**
A study of the political theories and political philosophies which have been influential in shaping contemporary political ideologies. Re-interpretations of traditional political ideologies such as nationalism, liberalism, fascism, communism, socialism, and capitalism as well as the development of

new ideologies such as feminism, environmentalism, political Islam, and postmodernism are applied to the contemporary world. (T, 5, 8)

PHOTOGRAPHY

- PHO 171 Basic Photography 3:0:3**
This course is an introduction to black and white photography as an art form. Basic camera and darkroom techniques, relevant historic examples, critical analysis, and aesthetic issues are covered in this class. A lab fee provides for some basic photographic equipment as well as photographic paper and chemicals. (T)

PHYSICAL EDUCATION/RECREATION

- PER 101 Introduction to Physical Education 3:0:3**
This course includes a history of physical education theory and philosophy up to the present time. Various theories and methods are treated to provide the student with a broad understanding of the place of physical education today. (T)
- PER 102 First Aid/Safety 2:0:2**
This course discusses first aid practices to give the student an appreciation of good safety habits. It is designed to acquaint the student with manual and practical application of basic first aid methods. Red Cross certification in CPR and first aid is an element of the course. Additional fee. (T)
- PER 103 Athletic Injuries 2:0:2**
This course covers general first-aid practices with specific emphasis on care and prevention of athletic injuries, taping and wrapping techniques, and discussion of general therapy for athletic injuries will also be included. (T)
- PER 260 History and Philosophy of Physical Education 3:0:3**
This is an introductory professional course which includes historical background and philosophical issues related to physical education. (T)
- PER 262 Social-Psychology of Physical Education 3:0:3**
This course is a survey of cultural, social, and psychological factors influencing sport and physical activity behavior. (T)

Physical Education Activities 2:0:1
The following physical education activity courses provide an introduction to the principles of lifelong health and recreation and instruction in various indoor, outdoor, and water sports and activities.

- PER 120 Running/Jogging for Fitness**
- PER 122 Yoga for Fitness I**
- PER 123 Yoga for Fitness II**
- PER 139 Pilates I Mat Class**
- PER 141 Pilates II Mat Class**
- PER 150 PE Activity I**
- PER 151 PE Activity II**
- PER 153 Weight Lifting/Fitness I**
- PER 154 Weight Lifting/Fitness II**
- PER 158 Circuit Training I**
- PER 159 Circuit Training II**
- PER 164 Aerobics I**
- PER 165 Aerobics II**

PHYSICS

- PHY 204 College Physics I** **3:3:4**
College Physics I is an algebra-based introduction to the principles of physics and how they relate to everyday life. The topics covered include vectors, statics, fluid mechanics and thermodynamics. Laboratory investigations designed to enhance lecture discussions and understanding. Prerequisite: "C" or better in MAT 125 or higher. **(T)**
- PHY 208 College Physics II** **3:3:4**
A continuation of PHY 204, topics covered are wave motion, sound, acoustics, light, optics, electricity and magnetism, simple circuits, and an introduction to quantum mechanics. Laboratory investigations designed to enhance lecture discussions and understanding. Prerequisite: PHY 204. **(T)**

POLITICAL SCIENCE

- POS 101 American Government** **3:0:3**
This course discusses basic concepts of political science with major emphasis on the origin, principles, organization, and nature of the American federal system and politics, including the organization and operation of state political systems. **(T, 5, 8)**
IAI - S5.900
- POS 102 State and Local Government** **3:0:3**
This course examines the structure, functions, and operation of American state and local government within the context of federalism. **(T)**
IAI – S5.902
- POS 201 Contemporary World Issues** **3:0:3**
This course covers traditional and contemporary concepts and factors affecting relations among nation-states, elements of national power, clash of ideologies, the emerging nations, and the establishment and maintenance of international order. **(T, 5, 8)**
- POS 301 International Relations** **3:0:3**
The structure and dynamics of the contemporary international political system and the problems facing it. Evaluation of the principal theories for understanding global politics. Includes topics such as war and peace, diplomacy, international cooperation, nationalism and ethnic conflict, global political economy, human rights, international law, the role of international organizations, race and gender, and global environmental issues. **(T, 5, 8)**
- POS 391 Constitutional Law I** **3:0:3**
An analysis of the historical development and contemporary impact of American constitutional jurisprudence regarding the powers of the three branches of the federal government and the relationship of those powers to state governments. Focuses on the development of judicial review, the powers of Congress, the presidency, and the bureaucracy, and the nature of the Federal system as interpreted by the Supreme Court in landmark Supreme Court decisions. Prerequisite: POS 101 and Junior/Senior standing **(T, 5, 8)**
- POS 392 Constitutional Law II** **3:0:3**
An analysis of the historical development and contemporary impact of American constitutional jurisprudence regarding American civil liberties and civil rights. Focuses on the development of civil liberties guaranteed in the Bill of Rights, the incorporation of those liberties to the states, and the development of civil rights under the Fourteenth Amendment to the Constitution as interpreted by the Supreme Court in landmark Supreme Court decisions. Prerequisite: POS 101 and Junior/Senior standing **(T, 5, 8)**

PSYCHOLOGY

- PSY 101 Introduction to Psychology 3:0:3**
This course is an examination of the behavioristic, humanistic, and biological viewpoints in psychology. Included in the survey of the discipline are learning principles and applications, perception, motivation, emotions and stress, psycho-biology, thinking, psychological testing, theories of personality, sexual behavior, abnormal behavior, and approaches to therapy. **(T, 5, 8)**
IAI - S6.900
- PSY 203 Educational Psychology 3:0:3**
This course is an examination of learning principles as they apply inside and outside the classroom. Developmental factors, research, testing, teaching models, and social contexts will be considered. **(T)**
- PSY 204 Social Psychology 3:0:3**
This is a study of the social interaction of individuals and psychological principles and concepts involved in these relationships, and includes discussion of social perception, values, attitudes, prejudice, group dynamics, leadership, and other group processes. Prerequisite: PSY 101. **(T, 5, 8)**
IAI - S8.900
- PSY 207 Abnormal Psychology 3:0:3**
The focus of this course is an overview and appraisal of current theories regarding the causes and treatment of maladaptive behavior and mental disorders. The course examines the issues of classification and diagnosis, disorders of childhood and adolescence, anxiety and mood disorders, cognitive and personality disorders, and schizophrenia. Prerequisite: PSY 101. **(T, 5, 8)**
IAI Major – PSY 905
- PSY 208 Developmental Psychology 3:0:3**
This course is a preliminary survey of the psychosocial stages of human development through life, and provides an introduction to the theories of human development, with an emphasis on the application of the theories. Prerequisite: PSY 101. **(T, 5, 8)**
IAI - S6.902
- PSY 213 Human Sexuality 3:0:3**
This course explores biological, psychological, social and cultural aspects of human sexuality. Students will learn about sexual anatomy, sexual response cycle, sex and gender development, sexual attraction and relationships, reproductive health issues and social issues in sexuality. Through examination of sexual expression and behavior from a psychological perspective, students will be better prepared to address issues of human sexuality. Prerequisite: PSY 101. **(T)**
- PSY 305 Personality Psychology 3:0:3**
This course provides a general overview of the psychology of human personality, including theories about personality development (biological and psychological), personality assessment and cultural contributions to personality. Students will also examine various research methods used within this field. Prerequisite: PSY 208. **(T)**
- PSY 315 Multicultural Psychology 3:0:3**
This course is designed to promote student awareness and development of cultural competence so they may be ready to engage in their professional roles. Cultural competence is conceptualized as having three primary areas of self-awareness, knowledge of others, and competent skills. Thus, this course will require students to examine one's own sense of self and others' identity, beliefs and assumptions, and behaviors. Students will explore theories and research while cultivating multicultural competencies for effective work with men, women and children from diverse backgrounds (i.e., culture, race, ethnicity, class and gender) in multicultural environments (i.e. public schools, community, organizations). Prerequisite: PSY 204. **(T)**

RELIGION

- REL 102 Living Religions of the World 3:0:3**
This course provides an introduction to the field of the sociology of religion, followed by a survey of major systems of religious behavior: Hinduism, Buddhism, Taoism, Confucianism, Judaism, Christianity, and Islam. Aspects of smaller systems and sects will be included. **(T, 5, 8)**
IAI - H5.904N

SENIOR COURSEWORK (LIBERAL ARTS)

- SIT 402 Senior Research Project 3:0:3**
An independent study course designed for those students interested in pursuing a master's degree or students with significant previous work experience who choose to opt out of the internship experience designed by the College. Students will conduct actual research with faculty supervision, reflect on the research process, and develop a written product documenting the research and final results. Open to senior students in good academic standing. Prerequisites: CRT 353 and Senior standing. **(T, 5, 8)**
- SIT 403 Capstone Seminar 3:0:3**
Designed to help students integrate and strengthen their research, writing and analytical skills by applying these skills to the Learning Outcomes of the Bachelor of Arts in Liberal Arts degree. Seminar discussions aid in formulation and development of a final showcase portfolio, the production of a paper which synthesizes the learning outcomes of the degree, and with transition from academe to the workplace. Course must be taken in the student's final semester. Prerequisite: Senior standing. **(T, 5, 8)**
- SIT 491 Senior Internship 3:0:3**
The internship allows students to apply the liberal arts skills of research, writing and analysis in work situations, thereby enhancing the development of these skills. Contains a significant academic component, provides a valuable learning experience for the undergraduate, and makes a meaningful contribution to the student's program of study. This course may be repeated for an additional 3 hours as elective credit hours. Students must complete a pre-registration checklist the semester before their Senior Internship to secure their internship site and internship learning outcomes. Prerequisite: Senior standing and permission of Lead Faculty of Liberal Arts. **(T, 5, 8)**

SOCIOLOGY

- SOC 101 Introduction to Sociology 3:0:3**
This course is an introduction to sociology, with a brief history and outline of the basic methods and concepts used in the description and understanding of group behavior. Discussions will also center on how those principles relate to the three theoretical perspectives: functional analysis, conflict theory, and symbolic interactionism. **(T, 5, 8)**
IAI - S7.900
- SOC 202 Modern Social Problems 3:0:3**
This course is a study of some of the major social problems facing men and women in the second half of the 20th century up to the present. Topics may include family, poverty, race, education, health care, and power. **(T, 5, 8)**
IAI - S7.901
- SOC 203 Sociology of the Family 3:0:3**
This course is both a specialized topic within the discipline of sociology as well as a survey course in the area of sociology. The course content will provide students with a general understanding of the nature and diversity of the American family. Attention is given to the roles and relationships of men and women to one another and to children in marriage and family contemporary society. **(T, 5, 8)**
IAI - S7.902

- SOC 206 Social Inequalities** **3:0:3**
 Analysis of racial, religious, ethnic, and other groups, examining persistence of group identity, inter-group relations, social movements, government policy, and related social problems. **(T, 5, 8)**
IAI - S7.903D
- SOC 301 Organizational Behavior and Theory for the Liberal Arts** **3:0:3**
 Focuses on how organizations are influenced by such primary factors as leadership, group dynamics, organizational structure and design, change, culture, power and politics, and environment and technology. **(T, 5, 8)**
- SOC 304 Issues in Information Technology** **3:0:3**
 Study and analysis of personal, societal, legal, and ethical issues raised by the increased use and power of information technology. **(T, 5, 8)**
- SOC 306 Sociology of Social Institutions** **3:0:3**
 This course uses sociological ideology and theory to analyze the nature of large-scale, social institutions, concentrating on their history, structure, types of organizational goals, processes of control, and the relationship of organizations to their social environment. Examples of organizations will be selected from different areas such as the economy, education, medicine, religion, crime, mass media and leisure. **(T, 5, 8)**

SPANISH

- SPN 101 Spanish I** **4:0:4**
 This is a course for those who have no Spanish or who have had one year of high school Spanish. The emphasis is on the development of audio-lingual skills, basic structures and grammar, and practice in reading and writing. **(T)**
- SPN 102 Spanish II** **4:0:4**
 This course, a continuation of Spanish I, includes a review of grammar, practice in conversation and composition, and reading of selected material. Prerequisite: "C" or better in SPN 101 in the past 2 years, or 3 years of successful high school Spanish language courses. **(T)**
- SPN 103 Conversational Spanish** **1:0:1**
 The emphasis for this course is on improving speaking proficiency and listening comprehension through free conversation and oral presentations. Focus will be on correct, idiomatic use of the Spanish language in everyday situations. Prerequisite: SPN 102. **(T)**
- SPN 104 Conversational Spanish II** **1:0:1**
 This course is a continuation of Conversational Spanish. It covers the essentials of Spanish for functional communication and develops proficiency through the use of progressively more demanding personalized oral exercises. Prerequisite: SPN 103. **(T)**
- SPN 201 Spanish III** **4:0:4**
 A third semester course that introduces intermediate level Spanish language concepts and continues to develop students speaking, listening, reading, and writing skills for real-life purposes. The course presents grammar and vocabulary as crucial tools for effective communication with exposure to short pieces of Hispanic literature. Prerequisite: "C" or better in SPN 102 in the past 2 years or 4 years of successful high school Spanish language courses.
- SPN 202 Spanish IV** **4:0:4**
 A fourth semester course that focuses on the mastery of intermediate and advanced level Spanish language concepts by incorporating strategies to improve oral and written communicative competencies through discussions, readings, and compositions on cultures, customs, and traditions of the Spanish-speaking world. Prerequisite: "C" or better in SPN 201 in the past 2 years.

SPORT MANAGEMENT

- SPM 201 Introduction to Sport Management 3:0:3**
This course discusses sport management in terms of its scope, principles, current issues and trends. In addition, the course examines the job responsibilities and competencies required of sport managers in a variety of sports or sports-related organizations in a hope to have the student become acquainted with the field of Sport Management. Each student will also research the wide range of career opportunities available and identify potential career paths in the field of sport management. Prerequisite: "C" or better in ENG 102. **(T)**
- SPM 203 Introduction to Sport Coaching 3:0:3**
This course discusses the range of the coaching profession by examining the scope, principles and trends in the coaching profession. The course examines job responsibilities, competencies, and principles of kinesiology to better acquaint the student with the field of coaching. **(T)**
- SPM 205 Introduction to Recreation and Leisure 3:0:3**
This course provides a general overview of recreation and leisure in educational, governmental, institutional, and professional settings. The course examines the job responsibilities and competencies required in the field of recreation and leisure to better acquaint the student with the field. **(T)**
- SPM 220 Sport Personnel Management 3:0:3**
This course surveys the responsibilities of personnel managers within the sport industry, which include hiring, managing, and motivating staff. Other areas of emphasis include communicating clearly, resolving conflicts, interviewing and evaluating staff. Effective management of players, parents, and officials will also be discussed. **(T)**
- SPM 222 Sport Foundations in America 3:0:3**
This is a survey course that analyzes the various sport institutions in America. This course will look at sport at youth, recreational, interscholastic and professional levels to understand the scope of the industry. Introductory topics of association compliance, law and organizational development will be discussed. **(T)**
- SPM 252 Practicum in Sport Management 3:0:3**
This course provides the student with practical experience in a sport setting enabling students to get "on the job" training of the sport management profession. Students will be expected to apply methods, skills, and techniques learned in the classroom to the practicum setting. **(T)**
- SPM 301 History and Philosophy of Sport 3:0:3**
The course addresses the role of sport in past and contemporary societies as well as the historical and philosophical aspects found in the development of sport. Historical study will focus on helping students gain a better understanding of the inner relationship that sport has on social, economic, cultural-level, and political forces that are at work within society. Examines the historical context as well as the significance of gender, race, ethnicity, and social class. Students will also examine the historical and philosophical forces that have led to the modern day development of sport. Prerequisite: "C" or better in ENG 102. **(T)**
- SPM 302 Professional Ethics in Sport and Business 3:0:3**
The course offers an introduction to philosophy and ethics within sport and business settings. Students will examine the value of developing a personal philosophy for making character driven, philosophy-based decisions. The course is designed to create awareness of important ethical issues in leadership positions found in business and sports and to provide students with skills and information to competently respond to ethical challenges as they occur. Students will explore real-life issues such as social responsibility and current events through research, readings and class discussion. This course is intended to help develop and foster critical thinking skills, to learn and understand the philosophical and ethical background needed in sport and business settings, and to improve written and verbal communication skills. Prerequisite: "C" or better in ENG 102. **(T)**

- SPM 303 Sociology of Sport** **3:0:3**
 The course discusses sport using the sociological perspective and examines the role of sport in society. The course is designed to introduce students to critical issues in sport, as well as social inequalities and inequities in sport settings of all kinds. Through this class, students will examine and learn to appreciate individual differences and recognize all dimensions of diversity including ethnicity, gender, age, physical differences, sexual orientation, race, and religion. Prerequisite: "C" or better in ENG 102. **(T)**
- SPM 304 Sport Marketing** **3:0:3**
 The course examines fundamental principles of marketing, promotion, and sponsorship as well as marketing theories and practices in sports settings. Topics include the unique qualities of sports in relation to business and marketing strategies, including product, promotion, pricing, and distribution practices of sports marketing. Students will also develop promotional strategies and activities that can be applied in real-life sport settings. Corequisite: SPM 201 and BUS 203. **(T)**
- SPM 305 Media and Public Relations in Sport** **3:0:3**
 The course focuses on the application of media, public relations and communications in sport settings. Students will learn the principles of interpersonal and mass communication and understand interaction with internal and external sport publics. The appropriate methods and theories will be presented as well as their application in the professional, intercollegiate and youth/recreational/high school sport settings. Corequisite: BUS 203 and SPM 201. **(T)**
- SPM 306 Sport Law / Risk Management in Sport** **3:0:3**
 The course is designed to give the student exposure to case law, statutory law and relevant acts that affect sport settings. Students will examine and discuss legal liabilities in the sport environment and the principal causes of sport litigation. A variety of topics will be covered that include tort law, Title IX, negligence, and risk management. Corequisite: SPM 201. Prerequisite: "C" or better in ENG 102. **(T)**
- SPM 307 Administration of Sport** **3:0:3**
 The course examines the organization, management and administrative skills that are needed in various sport settings. Topics include all administrative tasks associated with effective leadership in sport settings as well as organization, legal issues, conflict management, ethical decision making, personnel, budgeting, financing, organizational culture, marketing and public relations, and current applications of computers and technology in sport settings. Corequisite: SPM 201. Prerequisite: "C" or better in ENG 102. **(T)**
- SPM 308 Fundraising in Sport** **3:0:3**
 The course discusses the many faces of fundraising and its application to current sport settings. Specific topics include revenues and expenses, budgeting, ethics and commercialization of sport settings. Various creative marketing, fundraising ideas, and sponsorships will also be examined and evaluated. Corequisite: SPM 201. Prerequisite: "C" or better in ENG 102. **(T)**
- SPM 400 Sport in a Global Society** **3:0:3**
 The course will investigate the global aspect of sports and how they exemplify most of the contemporary phenomena associated with globalization. Some of the topics may include globalization, the Olympics, international sporting institutions, the hosting of "big events," and the flow of international athletes in professional settings. The main goals of the course are to provide the students with the skills to analyze sport as social phenomena and use them as another analytical tool to study or illuminate contemporary situations and challenges in the world of sports. Corequisite: SPM 201. Prerequisite: "C" or better in ENG 102. **(T)**
- SPM 401 Sport Governance** **3:0:3**
 The course examines sport governance so the prospective sport manager understands its importance and relevance to sport organizations and the management of sport related events or settings. The course will examine sport organizations and the professional, college, and youth/recreational/high school levels. Students will also develop an understanding of various agencies that govern sport and identify their

authority, organizational structure and functions. Corequisite: SPM 201. Prerequisite: "C" or better in ENG 102. (T)

- SPM 402 Financial Issues in Sport 3:0:3**
The course analyzes the relationship between finance and principles that are relevant to operating major professional sports franchises, intercollegiate athletic programs as well as youth/recreational/high school sport settings. Students will analyze a variety of important financial concepts such as budgetary control, sponsorship, fund raising and the economic impact of sports. Corequisite: SPM 201. Prerequisite: "C" or better in BUS 102. (T)
- SPM 403 Sport Facility and Event Management 3:0:3**
The purpose of this course is to help students understand the concepts of management as they apply to sport facilities and sporting events. Students will be introduced to the administration, principles, guidelines, policies and recommendations associated with managing sporting events and sport facilities. Basic management skills such as planning, organizing, scheduling, publicizing as they relate to events and facility management and events at high school, college, and professional levels will be discussed. Corequisite: SPM 201. Prerequisite: BUS 205. (T)
- SPM 404 Leadership in Sport 3:0:3**
The course examines skills, roles, functions and responsibilities of leaders in sport managerial settings. In the course, students will investigate leadership theory, principles and leadership styles of sport leaders. This course will use case studies, historical and current events, and research, experiential and hands-on activities to encourage student reflection and content mastery. Corequisite: SPM 201. Prerequisite: "C" or better in ENG 102. (T)
- SPM 405 Psychology of Sport 3:0:3**
The course examines the interaction between psychological variables and performance in sport. Students will identify and examine past as well as current situations that relate to high and low performance at various levels of competition. The course is ideal for students who wish to work in sport settings and serve athletes in some capacity and/or pursue a career in leadership or coaching. Corequisite: SPM 201 and Junior/Senior standing. (T)
- SPM 406 Organizational Culture in Sport 3:0:3**
The purpose of this course is to help the student examine sport organizations from a cultural perspective and gain an understanding of how organization culture affects, and is affected by, every aspect of an organization, including leadership, management, ethics, and others. The course discusses the history of the field of organizational culture and its application to sport settings. It also discusses theories of culture and change and provides students an opportunity to gain practical experience by analyzing various sport organizational cultures. Corequisite: SPM 201 and Junior/Senior standing. (T)
- SPM 408 Principles of Coaching 3:0:3**
The course consists of an in-depth study of the coaching profession at the professional, collegiate, and high school/youth/recreational levels. It is designed to help students understand the nature of the profession and its inherent responsibilities and challenges. Corequisite: SPM 201 and Junior/Senior standing. (T)
- SPM 491 Senior Internship 3:0:3**
Culminating experience allowing students the opportunity to demonstrate knowledge and skills in an appropriate professional setting based upon their training and experience. Represents a culminating experience and should only be conducted when all other coursework is complete. Students must complete a pre-registration checklist the semester before their Senior Internship to secure their internship site and internship learning outcomes. Prerequisite: Lead Faculty Approval and Senior standing. (T)

- SPM 492 Independent Study/Research in Sport Management 3:0:3**
An elective course designed for students who are capable of executing self-directed research. Students will conduct research on a self-selected topic that will provide the student with a specialized and in depth learning experience. A course syllabus and assignment contract between the student, instructor and Program Director outlining the expectations, grading criteria and learning outcomes must be submitted prior to enrollment. Corequisite: SPM 201, Junior/Senior standing and Program Director Approval. **(T)**

SUPPLY CHAIN AND LOGISTICS MANAGEMENT

- SCL 205 Foundations of Supply Chain Management 3:0:3**
This course provides an enhanced understanding of the key concepts in supply chain management and logistics. The focus is on the integration of key business processes from the end user through the original supplier of products, services and information that add customer value. **(5, 8)**
- SCL 305 Business Logistics and Materials Management 3:0:3**
A course in integrating the various functions involved and materials management including storage, warehousing, transportation, materials handling, inventory control, purchasing and demand chains, and information flow. Emphasis is on the synthesis of each function in establishing an effective supply chain. **(5, 8)**
- SCL 310 Supply Chain Management and Systems 3:0:3**
Investigation of the design and implementation of supply chains to maximize efficiency. Theory, principles and implications of supply chains relating to manufacturers, wholesalers, retailers and additional channel member. Focus in on the analysis and design activities of the supply chain development process, system implementation and maintenance issues. Prerequisite: SCL 205. **(5, 8)**
- SCL 313 Purchasing Partnerships in the Supply Chain 3:0:3**
This course emphasizes the development and management of strategic sourcing relationships and promotes an understanding of the strategic role of supply management in effective supply/demand/value chain operations. Prerequisite: SCL 205. **(5, 8)**
- SCL 315 Logistics and Transportation Management 3:0:3**
A contemporary analysis of the principles of transportation including the role of transportation systems, environmental and economic impacts, modal components, managerial and economic aspects of the various modes in both international and domestic operations, and regulatory issues. **(5, 8)**
- SCL 350 Global and International Logistics 3:0:3**
An introduction to the diversity, design, and operation of the international logistics system and environment. Topics include export-import issues, multi-national sourcing and distribution strategies, comparative transportation systems, and logistics and materials management within and between firms throughout the global supply chain. Emphasis on concepts and practices that result in global competitive advantage. **(5, 8)**
- SCL 410 Seminar in Contemporary Logistics Management 3:0:3**
A Senior level seminar course in which advanced students in Logistics and Supply Chain Management pursue intensive study of a specific contemporary issue, topic, or emerging problem in Supply Chain and Logistics Management. Topic is selected by the instructor. **(5, 8)**
- SCL 490 Strategic Supply Chain Management and Logistics 4:0:4**
A capstone course designed to allow for application of logistics decision-making skills as they apply to inventory, transportation, and warehouse management. Focus is on hand-on application of analytical tools useful in logistics and materials management in developing, implementing and maintaining logistical and supply chain systems. Course must be taken in final semester. Prerequisite: SCL 305, 310, 313, 315, and Senior standing. **(5, 8)**

THEATRE

- THE 104 Stagecraft** **3:0:3**
This is an introductory course that deals with different aspects of technical theatre. The course will examine the areas of lighting, scenery, costumes, and properties. Practical experience is emphasized, with the student being expected to participate in the technical production of college plays. **(T)**
- THE 105 Theatre Appreciation** **3:0:3**
This is an introductory survey of theatre/drama as a performing art form. The course includes study and analysis of historical, social, aesthetic, and technical aspects of traditional and contemporary theatrical/dramatic expression. **(T, 5, 8)**
IAI – F1.907
- THE 106 Introduction to the Theatre** **3:0:3**
This course stresses appreciation of theatre as one of the living arts. It surveys theatre history and dramatic theory from the Greeks to the present. It includes lectures and films on the major playwrights and their works, and at least two live theatre productions are recommended. **(T, 5, 8)**
IAI – F1. 908
- THE 107 Dramatic Activities** **1:0:1**
Up to one semester hour of credit per semester is granted to students who participate in any aspect of the productions of Lincoln College. This course may be taken eight (8) times for credit toward a baccalaureate degree.
- Theatre Practicum** **1:0:1**
Up to one semester hour of credit per semester is granted to students who participate in any aspect of the productions of Lincoln College. **(T)**
- THE 108 Theatre Practicum I**
THE 109 Theatre Practicum II
THE 208 Theatre Practicum III
THE 209 Theatre Practicum IV
THE 308 Theatre Practicum V
THE 309 Theatre Practicum VI
THE 408 Theatre Practicum VII
THE 409 Theatre Practicum VIII
- THE 111 Acting I** **3:0:3**
This course provides a workshop covering the basic skills and concepts of acting, including an exploration of the actor's internal (psychological-emotional) resources through exercises, discussions, and performance projects and utilization of effective vocal and physical techniques. **(T)**
- THE 114 Intro to Design** **3:0:3**
An introductory course in the theory, process, and techniques of set, lighting, sound, and costume design. Topics could include: the principles of dynamics of design, the development of a design concept, script analysis from the designer's perspective, drafting and rendering techniques, color, sound, and style. Prerequisite: THE 104. **(T)**
- THE 212 Acting II** **3:0:3**
This course is a continuation of THE 111 focusing on scene study. It includes the discussion and performance of scenes traditionally defined as American Realism. Prerequisite: THE 111. **(T)**
- THE 214 Voice and Diction** **3:0:3**
This course focuses on vocal production. Emphasis on developing an audible, resonant voice; clear diction; and a relaxed and properly aligned body, all in the context of acting/performance. Prerequisite: THE 111 **(T)**

- THE 215 Movement for the Stage 3:0:3**
 A study of the use of the body on stage to communicate character and action. Activities include exercises in body control, body language, dance, and stage combat designed to provide movement theatre skills for the student actor, as well as to instill self-awareness, spatial awareness, and tools and techniques for effective physical expression. **(T) [EX]**
- THE 216 Script Analysis 3:0:3**
 This course is designed to teach the student how to analyze playscripts in terms of and in preparation for performance and production, regardless of theatrical specialization. The student will learn basic concepts and terminology associated with dramatic literature and examine several genres and their traits. Prerequisite: THE 104 & THE 111. **(T)**
- THE 312 Period Acting Styles 3:0:3**
 This course is designed to deepen the student's understanding of acting, including the understanding of the major acting periods and styles of theatre history with a focus on Shakespeare, through a series of demonstrations, techniques, and research methods. The student will research, analyze, and present acting scenes/monologues from various theatrical periods. Prerequisite: THE 212 **(T)**
- THE 313 Stage Management 3:0:3**
 An examination of the role and functions of a stage manager in a theatrical setting. Special emphasis will be placed on the communicative function of a stage manager and the promptbook. Prerequisite: THE 322. **(T)**
- THE 314 Scenic Design 3:0:3**
 Exploration of scenic design fundamentals, including the history of scenic design, research, play analysis, material selection, rendering and drafting, model building, and construction basics. Prerequisite: THE 114. **(T)**
- THE 322 Directing 3:0:3**
 This course introduces the art and craft of directing. The emphasis is on script analysis, basic directing technique(s), and practical experience directing scene work. Prerequisite: THE 111, THE 212, & THE 216. **(T)**
- THE 323 Theatre History I 3:0:3**
 Effects of social, political, religious and aesthetic forces upon the development of the theatre during pivotal moments is civilization, from the prehistoric era to the 17th Century. Attention given to the development of theatre as an art form. Prerequisite: Junior standing or permission of instructor. **(T)**
- THE 324 Theatre History II 3:0:3**
 Effects of social, political, religious and aesthetic forces upon the development of the theatre during pivotal moments in civilization, from Restoration Drama to the present. Attention given to the development of theatre as an art form. Prerequisite: Junior standing or permission of instructor. **(T)**
- THE 345 Costume Design 3:0:3**
 Exploration of costume design fundamentals, including costume history, research, pay analysis, fabric selection, and construction basics.
 Prerequisite: Junior/Senior standing or permission of instructor and THE 114. **(T)**
- THE 348 Lighting and Sound Design 3:0:3**
 An introduction to sound design as used in theatre. This course will cover basic sound theory, sound mediums, technology, manipulation and design of sound plots. Prerequisite: THE 114. **(T)**

- THE 349 Theatre Management 3:0:3**
 An overview of theatre producing, audience development, publicity, fund raising, business management, arts management principles, and organization. Prerequisite: Junior or Senior standing or permission of instructor. **(T)**
- THE 355 Special Materials and Methods 3:0:3**
 An exploration of new products and different uses of old or existing materials for stage settings, properties, costumes, lighting, and make-up. Always linked to current production needs. **(T)**
- THE 471 Modern Dramaturgy 3:0:3**
 Analysis and discussion of drama from the Modern period to present, emphasizing major theatrical developments and could include such authors as Chekhov, O'Neill, Brecht, Churchill, Beckett, Mamet, Wilson, and contemporary playwrights. Prerequisite: THE 322. **(T)**
- THE 491 Internship 0:0:3**
 Students will work in a theatre setting in a variety of theatrical roles as coordinated through the department. Prerequisite: Permission of instructor. **(T)**
- Theatre Capstone 3:0:3**
 This course is designed to be a capstone to the students' theatre training. Students will assume leadership positions in a department production. Positions could include director, assistant director, dramaturge, designer, technical director, and the like. Prerequisite: Permission of Instructor required. **(T)**
- THE 492 Advanced Explorations in Directing**
THE 493 Advanced Explorations in Acting
THE 494 Advanced Explorations in Technical Theatre or Design

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Let us have faith that right makes might, and in that faith, let us, to the end, dare to do our duty as we understand it.

- Abraham Lincoln

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