



# 2016-2017 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.

**ADDENDUM 1:** AN ADDENDUM TO THE ACADEMIC SUSPENSION POLICY WAS PASSED BY THE ACADEMIC COMMITTEE ON OCTOBER 7, 2016 AND IS LOCATED ON PAGE 80.

**ADDENDUM 2:** AN ADDENDUM TO THE ACCELERATED PROGRAM ADMISSIONS POLICY WHICH ELIMINATES THE REQUIREMENT FOR SUBMISSION OF A RESUME AND PERSONAL STATEMENT IN THE 5-WEEK AND 8-WEEK FORMATS WAS ADOPTED ON NOVEMBER 8, 2016 (pages 28 and 29).

## **Table of Contents**

<b>GENERAL INFORMATION .....</b>	<b>9</b>
<b>Mission Statement, Vision, and Core Values.....</b>	<b>9</b>
<b>History of Lincoln College .....</b>	<b>10</b>
<b>Accreditation .....</b>	<b>11</b>
Specialized Accreditation – Business Management .....	11
<b>The Lincoln College Approach to Education .....</b>	<b>11</b>
<b>Educational Delivery Options: Lincoln campus and ABE.....</b>	<b>11</b>
Traditional Academic Programs.....	11
Accelerated Bridge to Education (ABE).....	12
 <b>ACADEMIC CALENDARS (2016/2017).....</b>	 <b>14</b>
<b>Traditional Academic Calendar: Lincoln Campus.....</b>	<b>14</b>
<b>Accelerated Bridge to Education (ABE) Academic Calendar .....</b>	<b>17</b>
 <b>ADMISSIONS .....</b>	 <b>19</b>
<b>Introduction to Admissions at Lincoln College .....</b>	<b>19</b>
<b>Traditional Program Admissions: Lincoln Campus.....</b>	<b>19</b>
Overview.....	19
First-Time Freshman General Admission Requirements .....	19
Transfer Student General Admission Requirements .....	20
International Students General Admission Requirements .....	22
Former Lincoln College Student Readmission Requirements.....	23
Home-School Student Admissions Requirements .....	24
Non-Degree Seeking Student Admissions Requirements .....	24
Notification of Admissions Decision & Enrollment Deposits .....	25
Student Orientation, Advising and Registration (SOAR) .....	26
<b>Accelerated Bridge to Education (ABE) Admissions.....</b>	<b>26</b>
Overview.....	26
ABE Format Options: 5-week Adult Returners and 8-week New Normal .....	26
5-week ABE Student General Admission Requirements.....	27
8-week ABE (New Normal) Student General Admission Requirements .....	28
ABE International Students General Admission Requirements .....	30
Former ABE Student Readmission Requirements .....	31
Expired ABE Applications.....	31
Acceptance of Transfer Credit in ABE Programs.....	31
Acceptance of Prior Learning Credits in ABE Programs .....	32
ABE Program Appeal for Admission.....	32
Notification of ABE Admissions Decision & Enrollment Deposit .....	32

Program to Program Transfer Admissions.....	33
Academic Renewal: Returning Lincoln College Students .....	33
Student Health Records Requirements .....	34
<b>FINANCIAL AID .....</b>	<b>36</b>
General Financial Aid Information .....	36
Types of Financial Assistance Available.....	36
Grants .....	36
Loans.....	36
Private Scholarships.....	37
Scholarships: Students enrolled on the Lincoln campus .....	37
Scholarships: Students enrolled in the Accelerated (ABE) Program on the Normal campus .....	42
Student Employment.....	42
Financial Aid Application Procedures.....	42
Determination of Financial Aid .....	43
Satisfactory Academic Progress (SAP) .....	43
Financial Aid Appeal Procedure .....	44
Title IV Fund Recipients .....	44
Veterans' Concerns.....	45
<b>TUITION AND FEES.....</b>	<b>46</b>
2016/2017 Tuition and Fees Schedule By Program .....	46
Tuition Payment .....	47
Tuition Payment Plans By Campus Program.....	47
Delinquent Accounts .....	48
Credit/Refund Policy By Campus Program .....	48
Traditional Academic Programs Tuition Refund .....	48
Accelerated Bridge to Education (ABE) Tuition Refund .....	49
Official Withdrawal Using the Credit/Refund Rate.....	49
Reduction in Enrolled Credit Hours for Traditional Academic Programs .....	50
Return of Title IV Funds .....	50
Consumer Information .....	50
<b>LINCOLN COLLEGE FACILITIES .....</b>	<b>51</b>
Lincoln Campus Map .....	51
Lincoln Campus Facilities .....	52
Accelerated (ABE) Program Facilities (Normal campus) .....	54
<b>STUDENT LIFE AND ACTIVITIES.....</b>	<b>55</b>
Lincoln College Athletics .....	55
Intramural Athletics.....	55
Fine Arts .....	55
WLNK-FM Radio Station .....	56
LCTV Television Station.....	56
Global Studies Trips .....	56
Student Center (Lincoln campus) .....	56
Student Senate .....	56
Student Organizations .....	57
Phi Theta Kappa.....	57
Alpha Sigma Lambda (Alpha Beta Epsilon (ABE) Chapter).....	57
Non-Traditional Student Services (ABE Program).....	57
<b>STUDENT SERVICES .....</b>	<b>59</b>

<b>Counseling Services (Lincoln campus)</b>	<b>59</b>
<b>Career Services</b>	<b>59</b>
<b>Campus Security (Lincoln campus)</b>	<b>59</b>
Emergency Response and e2Campus	60
<b>Fitness Center (Lincoln campus)</b>	<b>60</b>
<b>Student Health Services (Lincoln campus)</b>	<b>60</b>
<b>Residential Life</b>	<b>60</b>
<b>New Student Orientation (NSO) Programs</b>	<b>61</b>
Week of Welcome (WOW) and LynxFest (Lincoln campus)	62
ABE New Student Orientation (ABE 101)	62
First Year Experience Course (IDS 105)	62
 <b>ACADEMIC RESOURCES</b>	 <b>63</b>
<b>Academic Assistance and Tutoring Centers</b>	<b>63</b>
The Academic Success Center (Lincoln campus)	63
Learning Resource Center (LRC) (Accelerated (ABE) Program)	63
<b>The ACCESS Program (Traditional Program)</b>	<b>64</b>
<b>The Office for Disability Services (ODS)</b>	<b>64</b>
<b>Academic Advisement</b>	<b>65</b>
<b>Early Alerts (Traditional Program: Lincoln campus)</b>	<b>66</b>
<b>Computer Laboratories and Help Desk</b>	<b>66</b>
<b>Library Services</b>	<b>67</b>
 <b>ACADEMIC POLICIES</b>	 <b>68</b>
<b>Institutional FERPA Policy - The Family Educational Rights &amp; Privacy Act</b>	<b>68</b>
<b>College Course Placement</b>	<b>69</b>
<b>Articulation of Transfer Credits</b>	<b>70</b>
Lincoln College Academic Program Transcripts	71
Transfer of Academic Coursework	71
Reverse Transfer of Credit to Complete a Lincoln College degree:	71
Transfer of Vocational/Technical Coursework	72
Illinois Articulation Initiative (IAI)	72
Advanced Placement Credit	73
College Level Examination Program (CLEP)	73
Defense Activities for Non-Traditional Education Support (DANTES)	73
Prior Learning Assessment (PLA)	73
Challenge by Exams	74
<b>Grading System and Policies</b>	<b>74</b>
Grade Point Average	74
Final Grades	74
Grade Changes	74
Mid-Semester Grades	75
Academic Course Grade and Transcript Mark definitions:	75
Course Repeat Policy	76
Incomplete Grades	76
Grade Appeals	76
<b>Graduation Requirements and Responsibilities</b>	<b>77</b>
Procedure on Substitution/Waiver of Degree Requirements	77
<b>Academic Integrity Policy</b>	<b>77</b>
<b>Student Class Standing</b>	<b>79</b>
<b>Academic Honors (Semester and Graduation)</b>	<b>79</b>
<b>Academic Standing</b>	<b>80</b>
 <b>COURSE ENROLLMENT POLICIES</b>	 <b>82</b>

<b>Academic Course Schedule .....</b>	<b>82</b>
Course Cancellations .....	82
Final Exams .....	82
Accelerated (ABE) Program Rescheduling (Inclement Weather/Holiday) .....	82
<b>Course Registration Policies and Procedures .....</b>	<b>82</b>
<b>Course Registration Holds .....</b>	<b>83</b>
<b>Course Credit Loads .....</b>	<b>83</b>
Academic Credit Overloads .....	84
<b>Course Additions/Drops/Withdrawals .....</b>	<b>85</b>
Adding/Dropping a Course .....	85
Course Withdrawals (Withdrawing from a Course) .....	86
Withdrawal From the College .....	86
Administrative Withdrawal .....	87
Medical Withdrawals .....	87
<b>Special Course Enrollments .....</b>	<b>88</b>
Independent Study Courses .....	88
Arranged Basis Enrollment Courses .....	88
<b>Class Attendance Policy .....</b>	<b>89</b>
Attendance Policy for Traditional Programs (Lincoln campus) .....	89
Attendance Policy for Accelerated (ABE) Programs .....	89
Visitors to a Class (All campus programs) .....	90
 <b>DUAL CREDIT ENROLLMENT .....</b>	 <b>91</b>
<b>Definition of Dual Credit .....</b>	<b>91</b>
Dual Credit Program Delivery .....	91
Dual Credit Cost .....	91
Dual Credit Student Eligibility .....	91
Dual Credit Registration and Enrollment .....	91
Withdrawing from Dual Credit Courses .....	92
Financial Aid & Academic Progress in Dual Credit .....	92
Repeating a Dual Credit Course .....	92
Dual Credit Student Access to Lincoln College .....	92
 <b>PROGRAMS OF STUDY .....</b>	 <b>94</b>
<b>Bachelor's Degrees/Majors Offered by Campus Program .....</b>	<b>94</b>
Minors Offered by Campus Program .....	94
<b>Associate's Degrees Offered (Lincoln campus only) .....</b>	<b>94</b>
<b>Articulation and Partnership Agreements .....</b>	<b>94</b>
<b>Choosing a Degree/Major .....</b>	<b>95</b>
Declaration of Degree and/or Major .....	95
Change of Degree/Major .....	95
Choice of Catalog .....	95
<b>Assessment of Student Learning .....</b>	<b>96</b>
 <b>LINCOLN COLLEGE GENERAL EDUCATION .....</b>	 <b>97</b>
<b>General Education Purpose Statement .....</b>	<b>97</b>
<b>Lincoln College's General Education Learning Outcomes (GELOs) .....</b>	<b>97</b>
<b>Lincoln College's General Education Curriculum (GELOs) .....</b>	<b>97</b>
<b>Meeting General Education Requirements (Options) .....</b>	<b>99</b>
Option One: Lincoln College's General Education Curriculum (GELOs) .....	99
Option Two: Illinois Articulation Initiative General Education Core Curriculum (IAI GECC) .....	99
Option Three: Completion of an Associate Degree (A.A. or A.S.) from a Regionally Accredited Post-Secondary Institution: .....	100

Option Four: Completion of Specified Associate of Applied Science Degrees (A.A.S.) from a Regionally Accredited Post-Secondary Institution: .....	100
Option Five: Associate of Applied Science Capstone Degree Program (Accelerated (ABE) Program).....	101
<b>BACHELOR'S DEGREE PROGRAMS.....</b>	<b>102</b>
Mission of Baccalaureate Degree Programs.....	102
General Baccalaureate Degree Requirements.....	102
Second Bachelor's Degree.....	102
<b>LIBERAL ARTS BACCALAUREATE DEGREES.....</b>	<b>103</b>
Bachelor of Arts in Liberal Arts .....	103
Bachelor of Arts in Theatre .....	104
Bachelor of Arts in Jazz Studies.....	105
Bachelor of Arts in Radio, Television, and New Media .....	107
Bachelor of Science in Criminal Justice Studies .....	108
Criminal Justice Studies Minor .....	109
Bachelor of General Studies.....	110
Liberal Arts Minors .....	112
Diversity Studies Minor .....	112
Vocal Arts Minor .....	112
<b>BUSINESS BACCALAUREATE DEGREES .....</b>	<b>113</b>
Bachelor of Business Administration in Business Management .....	113
Business Management Minors.....	114
Business Management Minor.....	114
Minor in Accounting .....	115
Bachelor of Business Administration in Supply Chain & Logistics Management .....	116
Bachelor of Science in Sport Management.....	117
Bachelor of Science in Health Services Administration .....	118
Bachelor of Arts in Organizational Leadership .....	119
Bachelor of Applied Science in Organizational Leadership .....	120
Bachelor of Applied Management in Entrepreneurship .....	121
<b>ASSOCIATE DEGREE PROGRAMS.....</b>	<b>122</b>
General Associate Degree Requirements .....	122
Purpose of Associate Degree Programs .....	122
Associate Degree Learning Outcomes .....	122
Associate of Arts in General Studies .....	123
Associate of Science in General Studies .....	123
Associate of Science - Pre-Nursing Plan of Study.....	124
<b>COURSE DESCRIPTIONS.....</b>	<b>125</b>
Course Numbering and Explanation.....	125
<b>COURSE SEQUENCING.....</b>	<b>125</b>
<b>COURSE LISTING SYSTEM .....</b>	<b>126</b>
<b>COURSE DESCRIPTIONS BY DISCIPLINE.....</b>	<b>127</b>
ACES Access .....	127
ANTHROPOLOGY.....	127
ART.....	127
BIOLOGY .....	129
BUSINESS .....	130
CHEMISTRY .....	133
COMMUNICATIONS .....	134

COMPUTER SCIENCE .....	137
CRIMINAL JUSTICE STUDIES .....	137
CRITICAL THINKING .....	140
DANCE.....	140
ECONOMICS .....	141
EDUCATION.....	141
ENGLISH .....	142
FRESHMAN EXPERIENCE/COLLEGE PREPARATORY .....	143
GEOGRAPHY.....	144
GEOLOGY .....	144
HEALTH .....	144
HEALTH SERVICES ADMINISTRATION .....	145
HISTORY .....	147
HUMANITIES .....	147
INTERDISCIPLINARY STUDIES .....	148
MATHEMATICS .....	149
MUSIC .....	150
ORGANIZATIONAL LEADERSHIP .....	157
PHILOSOPHY .....	157
PHOTOGRAPHY .....	158
PHYSICAL EDUCATION/RECREATION .....	158
POLITICAL SCIENCE .....	160
PSYCHOLOGY .....	161
RELIGION.....	161
SENIOR COURSEWORK (LIBERAL ARTS) .....	161
SOCIOLOGY .....	162
SPANISH .....	162
SPORT MANAGEMENT .....	163
SUPPLY CHAIN AND LOGISTICS MANAGEMENT .....	166
THEATRE .....	167
 <b>BOARD OF TRUSTEES.....</b>	 <b>170</b>
 <b>ADMINISTRATION .....</b>	 <b>171</b>
 <b>FULL-TIME FACULTY .....</b>	 <b>172</b>
 <b>PROFESSOR EMERITI .....</b>	 <b>175</b>
 <b>ADJUNCT FACULTY .....</b>	 <b>175</b>
 <b>DEPARTMENTAL DIRECTORY .....</b>	 <b>177</b>

# 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!

A handwritten signature in black ink, reading "David M. Gerlach".

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](http://lincolncollege.edu)

Email us at [admission@lincolncollege.edu](mailto: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



# 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 associates 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 of the North Central Association to return to the College's original mission of offering four-year baccalaureate degrees. The Normal campus 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 bachelor's degree program offerings have now grown to offer majors in Liberal Arts, Criminal Justice Studies, Business Management, Sport Management, Health Services Administration, Organizational Leadership, Entrepreneurship, Radio, Television and New Media, and General Studies.

In 2007, Lincoln College established the **Accelerated Bridge to Education (ABE)** program through the Center for Adult Learning (CAL) at its Normal campus in which select degrees of the College are offered through 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, Health Services Administration, Criminal Justice Studies, Organizational Leadership, and Entrepreneurship. Designed exclusively for the working adult-learner 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.

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 has 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 North Central Association of Colleges and Schools at 230 South LaSalle Street, Suite 7-500, Chicago, Illinois 60604-1411, phone (800) 621-7440 or visit them at <https://www.hlcommission.org/General/contact-us.htm>.

### Specialized Accreditation – Business Management

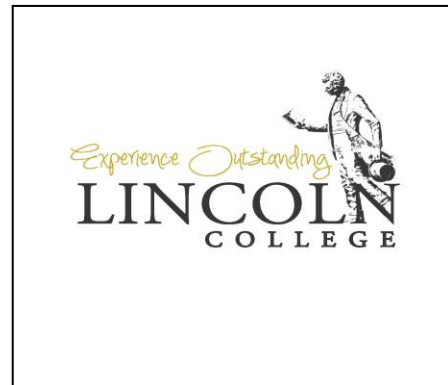
Lincoln College (Normal campus) has received specialized accreditation for its business programs through the International Assembly for Collegiate Business Education (IACBE), located at 11374 Strang Line, Lenexa, Kansas, 66215, United States of America. The business programs in the following degrees are accredited by the IACBE: Bachelor of Business Administration in Business Management with concentrations, specializations, emphases in accounting.

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](http://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 has 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 and their efforts for the student do not end with the mere presentation of subject matter. To be 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: Lincoln campus and ABE

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 principle population of the students it serves.

### 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's 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 select 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, residential housing, collegiate athletics, a state of the art Fitness Center in the Lincoln Center, a cafeteria, a Student Center, bookstore, and student activities and organizations designed for the traditional-aged college student.

The Traditional Academic Program at the Lincoln campus offers bachelor's degrees in Business Management, Criminal Justice Studies, Sport Management, Radio, Television, and New Media, Theatre, and Jazz Studies and associate's degrees. The College is continually investigating options for expanding the degree options at the Lincoln campus.

## **Accelerated Bridge to Education (ABE)**

### **Normal campus, Oglesby (Illinois Valley Community College), Peoria (Illinois Central College)**

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 (3) to four (4) 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 only five (5) weeks or in only eight (8) weeks, meeting weekly for a three or four (3-4) hour class sessions *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 format and 8 –week format) to take up to three – four (3-4) courses sequentially in a single semester.

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

### **Center for Adult Learning /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, will design, deliver and assess the knowledge, skills and competencies acquired by non-traditional students from the curriculum as well as define and assess 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 ensure 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 does not discriminate on the basis of race, color, creed, religion, national origin, disability, sex, age, sexual orientation, or status in any group protected by federal, 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 (2016/2017)

## Traditional Academic Calendar: Lincoln Campus

FALL SEMESTER 2016 (Lincoln Campus)	
Traditional Classes Begin at 8:00 am	Monday, August 22
First Day to Add or Drop a Traditional Class	Monday, August 22
Last Day to Add a Traditional Class	Friday, August 26
<b>LABOR DAY – NO CLASSES</b>	<b>Monday, September 7</b>
“W” Begins for Dropped Traditional Classes	Tuesday, September 6
Last Day to Obtain Approval for Independent Study (Traditional)	Friday, September 30
<b>FALL BREAK – NO CLASSES</b>	<b>Monday, October 10 &amp; Tuesday, October 11</b>
Traditional Classes Resume at 8:00 am	Wednesday, October 12
Traditional Midterm Grades Due to Registrar by 12:00 NOON	Monday, October 17
Traditional Midterm Grades Available to Students in <i>MyLynx</i>	Wednesday, October 19
Last Day to Drop a Traditional Class with a “W”	Friday, October 28
“WF” Begins for Dropped Traditional Classes	Monday, October 31
<b>Registration for Spring 2017 Traditional Classes Begins</b>	<b>Monday, October 31</b>
<b>THANKSGIVING BREAK – NO CLASSES</b>	<b>Wednesday, November 23 – Sunday, November 27</b>
Traditional Classes Resume at 8:00 am	Monday, November 28
Traditional Classes End	Saturday, December 10
Final Exam Week for Traditional Classes	Monday, December 12 – Saturday, December 17
Traditional <b>Final Grades Due</b> to Registrar by <b>12:00 NOON</b>	Monday, December 19
Traditional Final Grades available to students in <i>MyLynx</i>	Wednesday, December 21



<b>SPRING SEMESTER 2017 (Lincoln Campus - Traditional)</b>	
Traditional Classes Begin at 8:00 am	Monday, January 9
First Day to Add or Drop a Traditional Class	Monday, January 9
Last Day to Add a Traditional Class	Friday, January 13
<b>DR. MARTIN LUTHER KING, JR. HOLIDAY – NO CLASSES</b>	<b>Monday, January 16</b>
“W” Begins for Dropped Traditional Classes	Tuesday, January 24
Last Day to Make Up Incompletes from Fall	Friday, January 27
Last Day to Obtain Approval for Independent Study (Traditional)	Friday, February 17
Traditional <b>Midterm Grades Due</b> to Registrar by <b>12:00 NOON</b>	Monday, March 6
<b>SPRING BREAK – NO CLASSES</b>	<b>Monday, March 6 – Sunday, March 12</b>
Traditional Midterm Grades Available to Students on <i>MyLynx</i>	Wednesday, March 8
Traditional Classes Resume at 8:00 am	Monday, March 13
<b>Registration for Summer &amp; Fall 2017 Traditional Classes Begins</b>	<b>Monday, March 20</b>
Last Day to Drop a Traditional Class with a “W”	Friday, March 24
“WF” Begins for Dropped Traditional Classes	Monday, March 27
<b>SPRING HOLIDAY– NO CLASSES</b>	<b>Friday, April 14 – Monday, April 17</b>
Traditional Classes Resume at 8:00 am	Tuesday, April 18
Traditional Classes End	Saturday, April 29
Final Exam Week for Traditional Classes	Monday, May 1 – Saturday, May 6
Traditional Student Honors Assembly and Commencement Exercises	Saturday, May 6
Traditional <b>Final Grades Due</b> to Registrar’s Office by <b>12:00 NOON</b>	Monday, May 8
Traditional Final Grades available to students in <i>MyLynx</i>	Wednesday, May 10



<b>SUMMER 2017 (Lincoln Campus - Traditional)</b>	
Traditional 12 week and First 6 week session classes begin	Monday, May 15
Last Day to Add a Traditional Class (12 week/First 6 week)	Wednesday, May 17
"W" Begins for Dropped Traditional Classes (12 week/First 6 week)	Monday, May 22
<b>MEMORIAL DAY – NO CLASSES</b>	<b>Monday, May 29</b>
"WF" Begins for Dropped Classes (First 6 week session)	Monday, June 5
Last Day to Make Up Incompletes from Spring Semester	Friday, June 16
Last Day to Obtain Approval for Independent Study (Traditional 12 week)	Friday, June 23
Traditional First 6 week classes end	Saturday, June 24
Traditional First 6 week <b>Final Grades due</b> to Registrar <b>by 12:00 NOON</b>	Monday, June 26
Traditional Second 6 week classes begin	Monday, June 26
Last Day to Add a Traditional Class (Second 6 week)	Wednesday, June 28
Traditional First 6 week session Final Grades available in <i>MyLynx</i>	Wednesday, June 28
<b>INDEPENDENCE DAY HOLIDAY – NO TRADITIONAL CLASSES</b>	<b>Monday, July 3 &amp; Tuesday, July 4</b>
Traditional Classes (Second 6 week and 12 week) resume at 8:00 am	Wednesday, July 5
"WF" Begins for Dropped Classes (Traditional 12 week)	Wednesday, July 5
"W" Begins for Dropped Traditional Classes (Second 6 week session)	Wednesday, July 5
"WF" Begins for Dropped Traditional Classes (Second 6 week session)	Monday, July 17
Last day to make up incompletes from First 6 week session	Friday, August 4
Traditional 12 week and Second 6 week session classes end	Saturday, August 5
Traditional 12 week/Second 6 week <b>Final grades due</b> to Registrar <b>by 12:00 NOON</b>	Monday, August 7
Traditional 12 week/Second 6 week session Final grades available in <i>MyLynx</i>	Wednesday, August 9
Fall 2017 Traditional Classes Begin	Monday, August 21





# Accelerated Bridge to Education (ABE) Academic Calendar

FALL SEMESTER 2016 (ABE)	
(N1) First 8 week session begins	Monday, August 22
(A1) 5 week August/September session begins	Monday, August 22
<b>LABOR DAY – NO ABE CLASSES</b> <i>(Monday classes meet Friday, Sept. 9 or as arranged by the instructor via Blackboard Collaborate)</i>	<b>Monday, September 5</b>
(A1) 5 week August/September session ends	Saturday, September 24
(A1) 5 week August/September <b>grades due</b> to Registrar by <b>12:00 NOON</b>	Monday, September 26
(A2) 5 week October session begins	Monday, September 26
(N1) First 8 week session classes end	Saturday, October 15
(N1) First 8 week <b>grades due</b> to Registrar by <b>12:00 noon</b>	Monday, October 17
(N2) Second 8 week session begins	Monday, October 17
<b>Registration for Spring 2017 Begins</b>	<b>Monday, October 24</b>
(A2) 5 week October session ends	Saturday, October 29
(A2) 5 week October session <b>grades due</b> to Registrar by <b>12:00 NOON</b>	Monday, October 31
(A3) 5 week November session begins	Monday, October 31
<b>THANKSGIVING BREAK – NO ABE CLASSES</b>	<b>Monday, November 21 – Sunday, November 27</b>
(A3) 5 week November session ends	Saturday, December 10
(A3) 5 week November session <b>grades due</b> to Registrar by <b>12:00 NOON</b>	Monday, December 12
(N2) Second 8 week session ends	Saturday, December 17
(N2) Second 8 week session <b>grades due</b> to Registrar by <b>12:00 noon</b>	Monday, December 19

SPRING SEMESTER 2017 (ABE)	
(N3) First 8 week classes begin	Monday, January 9
(A4) 5 week January/February session begins	Monday, January 9
<b>DR. MARTIN LUTHER KING, JR. HOLIDAY – NO ABE CLASSES</b> <i>(Monday classes meet Friday, January 20 or as arranged by the instructor via Blackboard Collaborate)</i>	<b>Monday, January 16</b>
(A4) 5 week January/February session ends	Saturday, February 11
(A4) 5 week Jan/Feb session <b>grades due</b> to Registrar by <b>12:00 NOON</b>	Monday, February 13
(A5) 5 week March session begins	Monday, February 13
(N3) First 8 Week classes end	Saturday, March 4
(N3) First 8 week session <b>grades due</b> to Registrar by <b>12:00 noon</b>	Monday, March 6
<b>8 WEEK FORMAT SPRING BREAK (8 week format only) – NO CLASSES</b>	<b>Monday, March 6 – Sunday, March 12</b>
(N4) Second 8 week classes begin	Monday, March 13
(A5) 5 week March session ends	Saturday, March 18
<b>Registration for Summer 2017 and Fall 2017 Begins</b>	<b>Monday, March 20</b>
(A5) 5 week March session <b>grades due</b> to Registrar by <b>12:00 NOON</b>	Monday, March 20
(A6) 5 week April session begins	Monday, March 20
<b>SPRING HOLIDAY – NO ABE CLASSES</b> <i>(Monday classes meet Friday, April 21 or as arranged by the instructor via Blackboard Collaborate)</i>	<b>Monday, April 17</b>
(A6) 5 week April session ends	Saturday, April 22

(A6) 5 week April session <b>grades due</b> to Registrar by <b>12:00 NOON</b>	Monday, April 24
<b>5 WEEK FORMAT SPRING BREAK (5 week format only) – NO CLASSES</b>	<b>Monday, April 24 – Sunday, May 7</b>
(N4) Second 8 week classes end	Saturday, May 6
Honors Reception and Commencement Exercises	Saturday, May 6
(N4) Second 8 week session <b>grades due</b> to Registrar by <b>12:00 noon</b>	Monday, May 8

<b>SUMMER SEMESTER 2017 (ABE)</b>	
(N5) First 7 week classes begin Note: 8-week (N5) classes (5/8/17-6/24/17) will last 7 weeks and 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 8
(A7) 5 week May session begins	Monday, May 8
<b>MEMORIAL DAY – NO CLASSES</b> <i>(Monday classes meet Friday, June 2 or as arranged by the instructor via Blackboard Collaborate)</i>	<b>Monday, May 29</b>
(A7) 5 week May session ends	Saturday, June 10
(A7) 5 week May session <b>grades due</b> to Registrar by <b>12:00 NOON</b>	Monday, June 12
(A8) 5 week June session begins	Monday, June 12
(N5) First 7 week classes end	Saturday, June 24
(N5) First 7 week sessions <b>grades due</b> to Registrar by <b>12:00 noon</b>	Monday, June 26
(N6) Second 8 week classes begin	Monday, June 26
<b>INDEPENDENCE DAY OBSERVED – NO CLASSES</b> <i>(Tuesday classes meet Friday, July 7 or as arranged by the instructor via Blackboard Collaborate)</i>	<b>Tuesday, July 4</b>
(A8) 5 week June session ends	Saturday, July 15
(A8) 5 week June session <b>grades due</b> to Registrar by <b>12:00 NOON</b>	Monday, July 17
(A9) 5 week July session begins	Monday, July 17
(A9) 5 week July session and (N6) Second 8 week session ends	Saturday, August 19
(A9) 5 week & (N6) Second 8 week <b>grades due</b> to Registrar by <b>12:00 NOON</b>	Monday, August 21

# 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 campuses and their programs (Traditional Academic Programs in Lincoln and the Accelerated Bridge to Education (ABE) Program) is based on a holistic approach. Care is taken to ascertain that the potential student's 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 campus 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, IL campus. Office hours are from 8:00 am to 5:00 pm Monday through Friday or Saturday by appointment only. Contact the Office of Admissions by phone at 1-800-569-0556 or email [admission@lincolncollege.edu](mailto:admission@lincolncollege.edu).*

### Overview

Application review and acceptance to Lincoln College is based on 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, such as, letters of recommendations, a personal essay or may be required to visit campus and meet with the Academic Review Committee.

Generally, students with an ACT composite score of 16 or above combined with a cumulative 2.0 GPA, out of a 4.0 GPA scale, may be regularly admitted to the institution. Students with an ACT composite score of 15 or below or students with less than a 2.0 cumulative GPA may be asked to submit required documents for review by the Academic Review Committee. Students accepted through the Academic Review Committee will be conditionally-admitted. Conditionally-admitted students are limited to a maximum of 14 credit hours. These requirements apply to full time and part time students.

### 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).

### Admissions Entrance Examinations

All candidates for admission to the freshman class (except international students) who have completed high school are required to take either the ACT or the SAT. The results of one or both of these tests must be forwarded to the Admissions Office. The ACT can be taken at Lincoln College. Please contact the

Admissions Office for more information. Results from other examinations such as Advanced Placement (AP), while not required, can also be helpful in the admission review process.

### **First-Time Freshman Admission Criteria**

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

1. High school diploma or successful completion of the General Education Development (GED) Exam.
2. Minimum high school grade-point average (GPA) of 2.0/4.0 scale (a “C” average).
3. An ACT composite score of 16 or higher or 1140 SAT score.\*\*

*\* Students not meeting all of the minimum academic admission requirements listed above in some instances may be considered for admission through the Academic Review Committee.*

*\*\* Non-traditional students (23 years or older) are exempt from submitting ACT scores.*

### **Freshman Application Material Requirements**

In determining an applicant’s qualifications and to complete a students’ admissions file, the following documentation and information is required:

- A completed Application for Admission (<http://abe.lincolncollege.edu/apply/>)
- \$25.00 non-refundable Application Fee
- Official High School Transcript or official GED
- Official scores from the ACT or SAT\*

*\* Non-traditional students (23 years or older) are exempt from submitting ACT/SAT scores.*

### **Upon Acceptance students must provide:**

- An Enrollment deposit of \$50 (or \$25 if payment is received within 21 days of acceptance). Students may submit the enrollment deposit online at: <http://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: <http://lcadmissions.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.

## **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.

It is strongly recommended that Transfer Students apply several months prior to the beginning of the semester. Applications to transfer to Lincoln College *generally* should be completed no less than twenty (20) days in advance of the start of the semester for which one is applying.

### **Transfer Student Admission Criteria**

Requirements for all entering transfer students are as follows\*:

1. High school diploma or successful completion of the GED Exam.
2. Submission of **Official Transcripts** of all college work attempted
3. A minimum cumulative GPA of 2.00\* from all previous colleges attended
4. An ACT composite score of 16 or higher or 1140 SAT score\*\*.
5. Be eligible to return to the previous college(s) attended.

### Transfer Student Application Material Requirements

In determining a transfer applicant's qualifications and to complete a transfer students' Admissions file, the following documentation and information is required prior to enrolling at Lincoln College:

- A completed Application for Admission <http://abe.lincolncollege.edu/apply/>
- \$25.00 non-refundable Application Fee
- Submit Official Transcripts from all previous and current institutions of higher education attended.
- Official scores from the ACT or SAT\*\* and Official High School Transcripts\*\*\*

*\* Applicants who are on academic probation at their previous institution(s) may be considered by the Academic Review Committee.*

*\*\* Non-traditional students (23 years or older) are exempt from submitting ACT/SAT scores. Students transferring in twelve (12) or more credit hours are also exempt from submitting ACT/SAT scores.*

*\*\*\* Transfer students having successfully completed twenty-four (24) or more semester hours at an accredited institution need not supply a copy of their high school transcript unless requested by the Admissions Office. Students having completed less than twenty-four (24) semester hours must submit ACT or SAT scores and an official high school transcript. Transfer applicants must have a minimum cumulative grade-point average of 2.0 to be considered for admission. **NOTE: Transfer students who intend to apply for financial aid who have not earned an associate's 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 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. Associate's degree-seeking students must complete 20 of their final 27 credits at Lincoln College. Bachelor's 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 public, and some private, colleges and universities. It is designed to facilitate timely degree completion for students who transfer between institutions. Completion of Illinois Articulation Initiative 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](http://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 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](http://www.ets.org) for the TOEFL or [www.ielts.org](http://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) on the TOEFL 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 course-by-course 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 either WES (<http://www.wes.org/>) or ECE (<https://www.ece.org/>) or Educational Perspectives (<http://www.edperspective.org>).

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).
3. An ACT composite score of 16 or higher or 1140 SAT score \*(if submitted in place of TOEFL).

*\* An ACT or SAT score may be submitted in place of a TOEFL or IELTS 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 students' Admissions file, the following documentation and information is required prior to enrolling at Lincoln College:

- **International Student Admissions Application:** A completed International Student Application for Admission (<http://lcadmissions.lincolncollege.edu/apply/international/>)
- **Application Fee:** \$25.00 non-refundable Application Fee
- **Transcripts/Educational Records:** Submit official secondary and post-secondary (if applicable) transcripts/educational records from all colleges and secondary schools attended. (These records should be submitted by the students 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)

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 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.
- Proof of financial resources via a current bank statement.

Tuition and fees must be paid in full by August 1 for the fall semester and by November 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 re-admission by the Office of Student Services, the Academic Affairs Office 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. 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.



## 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 is required prior to re-enrolling at Lincoln College:

- A completed Application for Admission (<http://abe.lincolncollege.edu/apply/>)
- \$25.00 non-refundable Application Fee
- 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.
2. Minimum grade point average (GPA) of 2.0/4.0 scale (a "C" average).
3. An ACT composite score of 16 or higher or 1140 SAT score\*\*.

### Home-School Application Material Requirements

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

- A completed Application for Admission (<http://abe.lincolncollege.edu/apply/>)
- \$25.00 non-refundable Application Fee
- Official Transcript or official GED
- Official scores from the ACT or SAT\*\*

*\* Students not meeting all of the minimum academic admission requirements listed above in some instances may be considered for admission through the Academic Review Committee.*

*\*\* Non-traditional students (23 years or older) are exempt from submitting ACT/SAT scores.*

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 COMPASS 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://abe.lincolncollege.edu/apply/>)
- \$25.00 non-refundable Application Fee
- Submit Official Transcripts from all previous and current institutions of higher education attended.
- High School students submit official high school transcripts and official ACT or SAT scores.\*

*\* Non-traditional students (23 years or older) are exempt from submitting ACT/SAT scores.*

### **Notification of Admissions Decision & Enrollment Deposits**

Admissions 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) and has submitted the application fee. All notifications will be mailed as soon as the student’s application file is reviewed by the Admissions Office (or by the Academic Review Committee, if applicable).

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. During SOAR, students take the mandatory math, reading, and writing COMPASS placement exams, meet with representatives of the College, and register for classes. Contact Admissions for more information about session dates and registration.
  - **Re-Admission 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. Students who have not satisfied Lincoln College's English and math requirements prior to enrollment in English or math courses must take the math, reading, and writing COMPASS placement tests before registering for classes. 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<sup>st</sup>. If the student enrolls after August 1<sup>st</sup> they must make payment arrangements at the time of enrollment. Students will not be allowed to move in to 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) session. The SOAR program is required of all incoming students and highly recommended for their parents. SOAR is designed to help students make the academic transition from high school or their transfer institution to Lincoln College. During their SOAR session, students take the mandatory COMPASS placement 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 Admissions for more information about session dates and registration.

## Accelerated Bridge to Education (ABE) Admissions

*The Office of Admissions for Accelerated Bridge to Education (ABE) Programs is located in the Academic Building on the Normal, IL campus. Office hours are from 9:00 to 6:00 Monday through Friday or by appointment. Contact the Office of Admissions by phone at (309) 268-4314 or toll free at 800-569-0558, or email to [abeinfo@lincolncollege.edu](mailto:abeinfo@lincolncollege.edu).*

### Overview

Admission to the Accelerated Bridge to Education (5-week or 8-week format) and their 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 the potential student's goals and aspirations are consistent with the degree requirements and their academic abilities.

Students who are below the minimum admissions requirements for accelerated program/format to which they are applying may submit required 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 Format Options: 5-week Adult Returners and 8-week New Normal

Lincoln College offers two accelerated format options for students depending on the needs of the learner. The 5-week ABE format is designed for working adults who are returning to college to earn their degree while balancing the demands of work, family, and life. The 8-week format (designated as the New Normal under ABE) is designed for students who can be successful in time compressed formats

regardless of their age or previous work experience but need their educational delivery in a non-traditional format (accelerated, hybrid coursework). Each format has different admissions requirements as outlined below. Students should consult with their ABE Admissions counselor in determining the best format to meet their needs.

## 5-week ABE Student General Admission Requirements

Admission to the 5-week 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 5-week 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.)

### 5-week ABE Degree-Students

5-week ABE students must be degree-seeking students and are required to apply and be accepted to Lincoln College's 5-week ABE program prior to enrollment in any 5-week course. Only students who have already earned a bachelor's degree will be accepted into the 5-week ABE program as a Non-Degree Seeking student.

### General Criteria of the 5-week ABE Program

Lincoln College is a learner-centered institution with a National Council on Adult and Experiential Learning (CAEL) designation as an adult-learner focused institution and is fully committed to the success of adult, non-traditional students. The 5-week 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.

### 5-week ABE Student Admissions Criteria

Criteria for acceptance for all prospective 5-week ABE students are as follows\*:

1. The equivalent of three years, post- high school, full-time employment.
2. At least 23 years of age or older.
3. Cumulative grade-point average of at least a 2.0/4.0 scale from all other higher education institutions attended.
4. Minimum ACT score of 17 and minimum High School grade-point average of 2.0/4.0 scale (**only required if never attended other colleges**).

*\* 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 5-week ABE Appeal for Admissions Policy described below.*

### 5-week ABE Student Application Materials Requirements

In determining an applicant's qualifications for the 5-week ABE program and to complete a students' Admissions file, the following documentation and information is required/suggested:

- A completed **Application for Admission** (<http://abe.lincolncollege.edu/apply/>) (**required**)
- Submit **official transcripts** from all previous institutions attended. Applicants have one semester from the date of application to *submit official transcripts* to Lincoln College if they submit unofficial transcripts in the admission process. Students will be unable to register for future courses until the official transcripts are received. (**required**)
- Official transcripts from High School or the GED (required if the student has never attended college in the past.)\*

\* **NOTE:** 5-week ABE students who intend to apply for financial aid and who have not earned an associate's 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.

**\*ADDENDUM:** to the 5-week ABE Student Application Materials Requirements above (effective November 8, 2016): Eliminated the requirement for prospective students to submit a resume and a personal statement as required admissions application materials.

## 8-week ABE (New Normal) Student General Admission Requirements

Admission to the 8-week ABE program is based on a holistic approach. Because the 8-week format is designed for traditional and non-traditional students who need their educational delivery in a non-traditional format, each applicant's total academic and life-experience record is reviewed in an effort to ascertain whether the potential student's goals and aspirations are consistent with the academic degree requirements, their academic skills, their ability to balance the demands of outside commitments with being a student, and their ability to be successful in intensive, time-compressed courses.

Prospective 8-week ABE students **must apply a minimum of 3 weeks before the start of their desired session (N1-N6 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 (N1 or N2), Spring (N3 or N4), or Summer (N5 or N6) semesters (see the ABE Academic Calendar earlier in this catalog for the session starting and end dates).

### General Criteria of the 8-week ABE Program (New Normal)

Lincoln College is a learner-centered institution and is fully committed to the success of its students. The 8-week ABE program and its courses are predicated on the idea that a breadth of experience and/or academic skills allows students of all ages to situate their learning in their life experiences and therefore demonstrate achievement of course and programmatic learning outcomes more quickly than those students who lack such depth and academic preparation.

### 8-week ABE Student (New Normal) Admissions Criteria

Criteria for acceptance for all prospective students in the 8-week accelerated course degree program 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 three conditions (Non-Traditional Student; Age (Adult student); Academic Accomplishment) for acceptance in the 8-week accelerated program:
  - A. **Condition One: Non-Traditional Student.** Meet any 3 of the following:
    1. Financially independent according to the IRS definition (documentation required)
    2. Full-time employment (at least 30 hours/week) (documentation required)

3. Delayed enrollment in post-secondary education by a year or more after high school.
  4. Single parent (documentation required)
  5. 24 or more credit hours of college-level coursework with a cumulative grade point average of at least 2.0/4.0 scale from a regionally accredited institution.
  6. ACT composite score of 22 or higher
- B. **Condition Two: Age (adult student).** The student is at least 23 years old ***and*** meets 1 of the following:
1. 24 or more credit hours of college-level coursework with a cumulative grade point average of at least 2.0/4.0 scale from a regionally accredited institution.
  2. ACT composite score of 22 or higher
- C. **Condition Three: Academic Accomplishment.** Meet 1 of the following:
1. An earned associate's degree from a regionally accredited institution.
  2. ACT composite score of 26 or higher
  3. Be admissible to the Lincoln College 5-week ABE program.

*\* 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 and ABE Appeal for Admissions Policy described below.*

### **8-week ABE Student Application Materials Requirements**

In determining an applicant's qualifications for the 8-week New Normal ABE program and to complete a student's Admissions file, the following documentation and information is required/suggested:

- A completed **Application for Admission** (<http://abe.lincolncollege.edu/apply/>) (***required***)
- Submit **official high school transcripts** (if less than 24 college-level credit hours earned and if applicable according to the admissions criteria indicated above). Students will be unable to register for future courses until the official high school transcripts are received if required as indicated above.\*
- Submit **official transcripts from previous institutions** of higher education attended. Applicants have one semester from the date of application to *submit official post-secondary transcripts* to Lincoln College. Students will be unable to register for future courses until the official transcripts are received. (***required***)
- Submit any **documentation** required as noted in the 8-week admission criteria above. Such documentation to make an admissions decision may include but is not limited to (***suggested***):
  - Official ACT scores
  - Professional resume outlining work experience
  - Documents indicating financial independence

*\* NOTE: 8-week New Normal ABE students who intend to apply for financial aid and who have not earned an associate's 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.*

**\*ADDENDUM:** to the **8-week ABE Student Application Materials Requirements** above (effective November 8, 2016): Eliminated the requirement for prospective students to submit a personal statement as required admissions application materials.

### **8-week Non-Degree Seeking Students**

Students who wish to enroll in the 8-week Accelerated Course Program and do not intend to complete a degree at Lincoln College may apply for admission to the program as a Non-Degree Seeking Student. For the purposes of the 8-week Accelerated Course Program, Non-Degree Seeking Students must be

currently enrolled and seeking a degree at another regionally accredited institution of higher education and must be in good academic standing at that institution. Non-Degree Seeking Students are subject to all College and program policies and procedures including academic probation and suspension policies as outlined in the College Catalog.

### **Non-Degree Seeking Student Admission Criteria for the 8-week Accelerated Course Program**

Non-Seeking Students in the 8-week Accelerated Course Program must meet the following conditions for enrollment in the Program:

1. A completed **Application for Admission** (<http://abe.lincolncollege.edu/apply/>)
2. Submit **documentation of current enrollment** at another regionally accredited institution of higher education.
3. Be in **good academic standing at their current institution** (documentation through official or unofficial transcripts is required).
4. Meet all the pre-requisites for coursework for the classes for which the student intends to enroll.\*
5. Students who have been denied regular admission to Lincoln College's 8-Week Accelerated Course Program (and students suspended or dismissed from the College) are not eligible to enroll as a Non-Degree Seeking Student.

*\* Non-Degree Seeking applicants to the 8-Week Accelerated Course Program must take the COMPASS Placement tests to enroll in any English Composition course or math courses unless an official transcript from another regionally accredited institution of higher education demonstrates successful completion of the pre-requisite coursework required (or if official documentation (ACT scores) indicate the student is exempt from COMPASS Placement according to College policies as published in the Lincoln College Catalog).*

If a Non-Degree Seeking Student wishes to convert to a degree-seeking program, they must meet and follow the appropriate application procedure for the degree and/or campus program they wish to pursue as outlined in the College 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.

## **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. All international students seeking admission into the ABE programs (5-week or 8-week) must meet the requirements of international student admission to Lincoln College regarding **English Language Proficiency, International Transcripts and Education Records of Coursework, and International Student Application Procedure** detailed earlier in this catalog on pages 20-22.

### **International ABE Student Admission Criteria**

Criteria for all entering international students in the accelerated (ABE) programs are consistent with the admissions criteria listed earlier in this ABE Admissions section for the 5-week and 8-week ABE programs, respectively. Please see **5-week ABE Admissions Criteria** and **8-week (New Normal) Admissions Criteria** above.

### **Upon Acceptance (Issuance of the I-20)**

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 is required.) Note: room and board are not provided by Lincoln College in the ABE programs.
- 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.
- Proof of financial resources via a current bank statement.

***An I-20 permit is only available to full-time students in the 8 week program.*** All students in the 5 week program are, by definition, part-time so an I-20 permit is not available. Tuition and fees for ABE must be paid in full by August 1 for the fall semester, by November 1 for the spring semester, and by April 1 for the summer semester for the student to enroll in ABE coursework.

## **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's degree-seeking students generally must complete 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.

## **Acceptance of Prior Learning Credits in ABE Programs**

Credit from official national standardized tests such as CLEP, DANTES, USAFI, and others will be considered for acceptance at Lincoln College according to the academic policies detailed later in this catalog. Official score reports for such exams should be sent directly to the Office of the Registrar. Students may also be awarded credits through Prior Learning Assessment (PLA) detailed later in this catalog.

## **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 (5-week or 8-week) 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 formats (5-week and 8-week):

- 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 admissions decision within one week after receipt of the appeal letter and/or completion of a personal interview.

## **Notification of ABE Admissions Decision & Enrollment Deposit**

ABE admissions 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 e-mailed 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 \$50.00 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 programs) 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.

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 re-admission 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/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. There is no application fee for application for admission into a new campus program/format.

**Note:** 5-week ABE students may enroll in 8-week New Normal ABE courses without applying for transfer from the format. However, 8-week New Normal students in the ABE program must apply for admission into the 5-week ABE course 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 for Academic Renewal, in writing, 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 is begun 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 full-time students admitted to the Traditional Programs on the Lincoln campus at Lincoln College are required to complete health records. Students in the Accelerated (ABE) programs at the Normal campus and its site locations are not required to submit health records since residential housing is not offered at those locations.

All records and documents are required to be complete and on file in the Health Service Office prior to or on the check-in date of the entering semester. All students must complete the following forms:

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

\* Proof of immunity can be provided by submitting one of the following:

- 1) An immunization form, completed and signed by a physician or public health official;
- 2) A copy of high school, health department, or physician’s office immunization record; or
- 3) A copy of military records.

For students born **before January 1, 1957**, required immunizations are:

- Proof of tetanus/diphtheria booster, given within ten years of attendance at Lincoln College.

For students born **after January 1, 1957**, immunizations required are:

- Proof of tetanus/diphtheria booster, given within ten years of attendance at Lincoln College.
- Proof of two measles (MMR dates acceptable), both after one year of age and after December 31, 1968 and at least one month apart.
- Proof of at least one (preferably two) mumps immunization(s) (MMR dates acceptable), after one year of age and after December 31, 1968 and at least one month apart.
- Proof of at least one (preferably two) rubella immunizations (s) (MMR dates acceptable), after one year of age and after December 31, 1968 and at least one month apart.

Although not required, it is strongly recommended providing proof of immunity to polio and immunizations against Hepatitis B (series of three injections), meningitis (meningococcal) bacteria (one/two 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.***

Information and instructions for meeting the stated requirements are provided to all incoming students in the traditional programs on the Lincoln campus. The Director of Health Services recommends

submission of all required information as soon as possible and no later than the check-in date. Students not in compliance with the above requirements will be charged a late fee, will not be allowed to register for subsequent semesters until they are in compliance, and may be subject to dismissal mid-term.

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 campus. 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 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.

## 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 \$5,815 are available to undergraduate students (for the 2016-2017 award year of July 1, 2016 – June 30, 2017). The amount awarded to students depends on not only 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 Awards\*** of up to \$4,720 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](http://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](http://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 and are due no later than April 1, with recipients selected and notified by the end of the spring semester. 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.

**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 future 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, no transfers 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 the 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 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. The minimum donation required for a named annual scholarship is \$1,000 and is renewed annually by the donor:

**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.

**Heartland Bank and Trust** – Established in 2014, awarded to a student in the Heartland Bank service area with demonstrated community involvement outside the classroom and financial need. Areas of interest must include either business, finance, education, nursing or technology.

**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) Program on the Normal campus

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

**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 an associate's degree-seeking 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's degree-seeking student currently enrolled in at least 6 credit hours who has completed a minimum of 15 hours in a Bachelor's Degree Program, is a student in good standing with the College, and holds a recommended minimum GPA of 3.0.

## Student Employment

**Federal Work-Study Employment** assist students with financial need by providing job opportunities through Lincoln College and various community service organizations. 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 contact Student Accounts in the Business Office for applications and eligibility.

**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](http://www.fafsa.ed.gov), **must be completed each year by ALL degree-seeking students** and should be completed as soon as possible after January 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](http://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 March 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 March 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](http://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.

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

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)

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) 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 spring semester. Students who fail to meet **ALL** of the following the minimum progress requirements will be placed on financial aid suspension.

- A. **Minimum Grade Point Average (GPA) for classes taken at Lincoln College** - A student is determined to be making Satisfactory Academic Progress when the student meets the Academic Standing Requirements of their respective Campus Division/Program stated by the Office of Academic Affairs in the Lincoln College Catalog on the following pages. Students placed on Academic Suspension will also be placed on Financial Aid SAP Suspension
- 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. Students are required to pass at least 67% of all credit hours attempted (including transfer, withdrawal, incompletes, failed, and repeated hours). Withdrawing from Lincoln College or repeatedly dropping courses may affect a student's ability to maintain academic progress and could jeopardize financial aid eligibility.

- C. **Maximum Time Factors** - Students are allowed a maximum of 150% of a program's length in order to complete a degree. For example, a student enrolled in the Associate of Arts (AA) degree program may attempt a maximum of 91 credit hours ( $60 \times 150\% = 90$ ) towards the degree's 60 credit hour requirement while a student enrolled in a Bachelor of Science (BS) degree program may attempt a maximum of 181 credit hours ( $120 \times 150\% = 180$ ). Included in the number of credit hours attempted are: transfer hours accepted from another institution, withdrawals, incompletes, repeated courses, and grades of "F".

### **Financial Aid Suspension**

Students who are not making Satisfactory Academic Progress will be notified in writing each spring the week after finals that their financial aid eligibility has been suspended. A student's financial aid may be suspended for any of the following reasons:

- Failure to maintain the required GPA as specified above.
- Failure to meet the required completion rate of credit hours attempted.
- Exceeding the maximum time frame for the students program of study.

## **Financial Aid Appeal Procedure**

A student whose financial aid eligibility has been suspended may appeal in writing to the Director of Financial Aid, Financial Aid Office, Lincoln College, 300 Keokuk St., Lincoln, IL 62656. The appeal must explain the mitigating circumstances that caused the student not to meet the satisfactory progress requirements and how the student expects to continue making progress toward successful completion of the degree/certificate. If there was not a mitigating circumstance, the student is required to take and pass with C's or higher six credits of transferrable hours into their current academic program at Lincoln College. It is the students' responsibility to check with their advisor and/or the Registrar if the courses they plan to take will transfer into their program at Lincoln College. *Appeals are* reviewed on a case-by-case basis. If an appeal is approved, the student must follow the conditions set by the Office of Financial Aid to maintain eligibility for future aid.

**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-Normal. 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 Veteran's Affairs Representative will notify the VA immediately upon change in student status.

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

# TUITION AND FEES

Tuition and fees at Lincoln College vary depending on the student's 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.*

## 2016/2017 Tuition and Fees Schedule By Program

Full-time Residential Students 2016/2016 Annual Costs		
Traditional Program: Lincoln campus only	Double Occupancy Housing	Suite Style Housing
Tuition* and **Fees	\$16,700	\$16,700
Housing**	\$2,750	\$4,150
Board	\$4,350	\$4,350
Student Life Fee	\$1,000	\$1,000
Application Fee (one-time charge)	\$25	\$25
Approximate Annual Tuition and Fees	\$24,825	\$26,225
ACCESS Program (Lincoln campus only) (\$2,250/semester)***	\$4500	\$4500
Approximate Annual Tuition and Fees (including ACCESS Program)	\$29,325	\$30,725
Full-time Non-Residential Students 2016/2017 Annual Costs (Traditional Program: Lincoln campus only)		
*Tuition and **Fees	\$16,700	
Student Life Fee	\$1,000	
Application Fee (one-time charge)	\$25	
Approximate Annual Tuition and Fees	\$17,725	
ACCESS Program (Lincoln campus only) (\$2,250/semester)***	\$4500	
Approximate Annual Tuition and Fees (including ACCESS Program)	\$22,225	
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.		
* <b>Tuition</b> –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 \$8,350 per semester.		
** <b>Housing Deposit</b> – A \$125 Housing Deposit will charged each semester.		
*** <b>ACCESS Program</b> – 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 2016/2017 Tuition (Lincoln campus)		
Tuition per credit hour and **Fees	\$290/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.		

<b>Traditional Program Summer Session 2016/2017 Tuition (Lincoln Campus)</b>	
Tuition per credit hour and **Fees	<b>\$290/credit hour</b>
Housing and Board is available. Rates will be published by the College in the Spring 2017 semester prior to registration for summer courses.	
<b>** Book Rental and Technology Fees Policy</b>	
<p><b>** Fees</b> – 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. <b><i>Students must return rental books to the bookstore by the publicized date at the end of the semester.</i></b> 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. <b>Students are limited to printing only materials necessary for academic work when using the computer labs for printing.</b></p>	
<b>Accelerated Bridge to Education (ABE) 2016/2017 Session Costs (5-week and 8-week Formats)</b>	
*Tuition per credit hour	\$290/credit hour
Books	varies by course and textbook vendor
Prior Learning Assessment (PLA) Fees	optional to student
Portfolio Evaluation Fee	\$300
Per Credit Hour Fee	\$100/ credit hour awarded
Challenge by Exam Fee ( <b>optional</b> ) (Maximum charge of \$300 total)	\$100/credit hour
<p><b>** There are no regular fees for ABE students.</b> 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 Sciences Building. Fall and spring semester office hours are 8:00-5:00, Monday through 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 [lyeazle@lincolncollege.edu](mailto:lyeazle@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 and may be made in person, by mail, over the phone by credit card at (217) 735-7225, 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. **Two-Payment Plan** – Payment of one-half the semester tuition and fees is paid at least two weeks before the first day of each semester, and payment of the remaining one-half balance near the mid-point of each semester. The fall semester payments are due August 1 and October 1 and the spring semester payments are due January 1 and March 1. There is a surcharge per semester associated with this plan.
3. **Five-Payment Plan** - Payment of one-fifth of the semester tuition and fees is paid on the 1<sup>st</sup> of each month. Fall semester payments are due monthly July through November. Spring semester payments are due monthly December through April. 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 their 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 the Lincoln College-Normal ABE program. The credit/refund rates according to the session enrolled are:

**5-week Accelerated: FALL (A1, A2, A3), SPRING (A4, A5, A6), AND SUMMER (A7, A8, A9) SESSIONS**

**8-week New Normal Accelerated: FALL (N1, N2), SPRING (N3, N4), AND SUMMER (N5, N6) SESSIONS**

### **Accelerated 5-Week, 8-Week, and 10-Week Classes (ABE)**

<u>Official withdrawal/dismissal occurs:</u>	<u>Credit/refund rate</u>
Prior to first scheduled meeting of the course	100%
After the first scheduled meeting of the course, but prior to the second	80%
At any time after the second meeting of the course	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% (twenty-five percent) of the difference in net tuition charge only is reduced.
- 3.

### **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 available upon request through the Office of the Vice President for Enrollment Management and Student Services.

# LINCOLN COLLEGE FACILITIES

## Lincoln Campus Map



# Lincoln Campus Facilities

Since Lincoln College was first established in 1865, we have grown our campus 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 Services, 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, alumni relations, registrar, financial aid, and business offices.

The **McKinstry Memorial Library** is a multifaceted building that includes the library lecture room that offers tiered seating for 63 students. The college's library is located in the north wing. McKinstry Library offers patrons access to over 33,000 print items, over 74,000 e-books, 35 electronic databases, numerous micro-film rolls, and a special Abraham Lincoln collection. It also contains over 40 Internet-access computers available for research and word processing.

Beyond the library's collection, McKinstry Library participates in I-Share, which is a reciprocal borrowing agreement with other libraries in Illinois. Through I-Share, faculty and students have access to millions of books.

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, 4 locker rooms, meeting rooms, classrooms, 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, our mission 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 seven 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.

The **Meyer-Evans Student Center** is a 22,000-square-foot multi-purpose facility. Housed within the building are 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 will also have access to **LCTV**, a working television studio (once renovation is complete in Spring 2017). 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, office space for faculty, and upgraded lavatory facilities.

The **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 inter-disciplinary experiential outdoor experiences that fosters a feeling of connection and stewardship toward the natural world.



## Accelerated (ABE) Program Facilities (Normal campus)

The Accelerated Bridge to Education centered at the Normal campus provides students with services designed to support and enhance their college experience. The **Academic Building** currently 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, professional tutors, or individually. ABE student questions and needs can be met at the Information and Welcome Desk as students enter the main doors of the building. There are 5 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 (North campus)** in Peoria, Illinois. Through partnerships with both community colleges, Lincoln College maintains a site coordinator at each location with an office on the community college campus.



# STUDENT LIFE AND ACTIVITIES

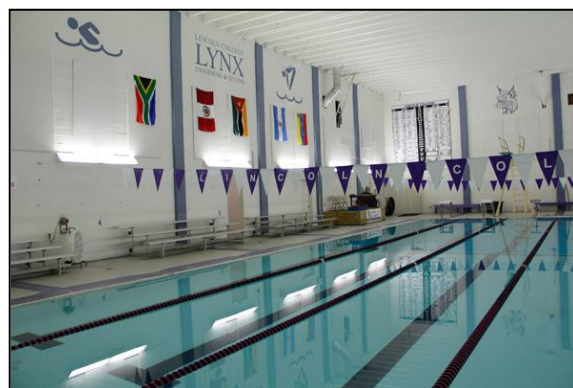
## Lincoln College Athletics

Sixteen National Junior College Athletic Association (NJCAA) 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 at 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:

<http://www.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's 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 Communications for audition information. For more information regarding audition dates, visit <http://www.finearts.lincolncollege.edu>.

## **WLNX-FM Radio Station**

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](mailto:jmalone@lincolncollege.edu) or at 217-735-7288.

## **LCTV Television Station**

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 television channels General Manager, John Malone at [jmalone@lincolncollege.edu](mailto:jmalone@lincolncollege.edu) or at 217-735-7288.

## **Global Studies Trips**

With the Global Studies trips, students have the opportunity to travel abroad while earning one (1) academic credit. Through these Global Studies experiences, students are able to expand their view of the world, other cultures and perspectives, and potentially gain a better understanding of their own academic pursuits.

## **Student Center (Lincoln campus)**

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 recreational activities such as: TV/Movie Room, Gaming Systems, Board Games, Billiards, and Ping Pong. Also, the 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 both the Alumni Room and the campus dining facilities.

## **Student Senate**

The Student Senate is the student governing body and is located on the Lincoln campus. The membership of the Senate consists of an elected Student Senate President, Vice President, Secretary, and two senators from each class. The Student Senate works collectively and through committees to effect positive change on campus. Various committees spearheaded by Senate members include: Food Services, Student Activities, Residential Life, Campus Discipline, and others as needed. The Student Senate meets regularly and promotes the concerns, interests, and needs of the entire student body.



# Student Organizations

Students may join any college-sponsored organization that is approved by the Office of Student Activities and the Student Senate. In order to be approved, an organization must:

- Not discriminate in its membership on the basis of race, color, gender, creed, religion, age, national origin, marital status, sexual orientation, disability, and/or status in any group protected by federal, state, or local law.
- Not engage in initiation practices that are disruptive to campus life or of potential danger to students.
- Have an active sponsor who is a member of the Lincoln College faculty or staff and is approved by the Vice President for Enrollment Management and Student Services.
- Have a philosophy and method of operation that contributes to constructive campus life.
- Submit organization membership rosters to the Director of Student Activities.

Prior to meeting, all organizations seeking approval must complete a form available in the Student Services Office, located in the south wing of Heritage South residence hall. The Student Senate may limit the number of approved organizations to ensure the quality of the student activities program. The only student organizations which currently maintain permanent approval status is Phi Theta Kappa, the international honor society, and Alpha Sigma Lambda, the international adult honors society.

## Phi Theta Kappa

Phi Theta Kappa is an International Honor Society whose mission is to recognize and encourage the academic achievement of two-year college students and provide opportunities for growth and development through scholarship, leadership, fellowship and service opportunities. All associate degree-seeking students who have earned a minimum 3.5 cumulative grade point average and 15 academic credit hours at Lincoln College are invited to join Phi Theta Kappa.

## Alpha Sigma Lambda (Alpha Beta Epsilon (ABE) Chapter)

Alpha Sigma Lambda is a National Honor Society whose mission is to stand as an inspiration for the continuing scholastic growth and building of pride through recognition for non-traditional, adult learners. For the chapter institution, the Society serves as a vehicle for imparting appreciation for adult students' academic achievements and contributions. To this day Alpha Sigma Lambda is not only the oldest, but also the largest, chapter-based honor society for full- and part-time students. Non-traditional students. All nontraditional students who have accumulated 24 academic credits at Lincoln College and who are in the top 20% of nontraditional students in a degree program which includes at least 12 credits of liberal arts and sciences courses are eligible for membership.

## Non-Traditional Student Services (ABE Program)

*Responsibility for Non-Traditional Student Services falls under the duties of the Assistant Director of the ABE Program. The Office of the Assistant Director of the ABE Program is located in the Academic Building of the Normal Campus. Contact the Assistant Director of the ABE Program at (309) 268-4304 or [nmccoy@lincolncollege.edu](mailto:nmccoy@lincolncollege.edu).*

### Mission

Lincoln College is committed to providing an easy and helpful transition for adult-learners who are returning to collegiate education regardless of campus program or location. Lincoln College is designated as an Adult-Learning Focused Institution (ALFI) by the Council on Adult and Experiential Learning (CAEL). The Assistant Director of the ABE Program is therefore committed to providing developmental, social and educationally empowering programming to adult-learners to support their campus engagement and respond to their unique needs as non-traditional College students.

### **Non-Traditional Student Services Offered**

The Assistant Director of the ABE Program provides support to adult learners at all stages of their academic progress, from program entry through graduation, in all academic programs or campus divisions. Services and support offered include:

- ***Alpha Sigma Lambda (ASL)***: the organization and advisement of the ASL Honor Society for adult learners who excel academically while balancing the competing demands of work, family, and college life.
- **Support Services**: Providing support to adult-learners who require assistance with navigating the academic and social policies and culture of Lincoln College by acting as a resource for answering questions and providing guidance.
- **Non-Traditional Student Week (November)**: Organizing all activities to recognize and honor adult-learners at Lincoln College during the national Non-Traditional Student Week.
- **Adult Student Programming**: Providing activities and co-curricular programs for adult students including a speaker series and career services programming.
- **Communication with Adult Learners**: Communicating changes in Lincoln College policies and Federal and State government regulations in a timely manner to all adult learners at the college.
- **Assessment of the Needs of Adult Learners**: Engaging in periodic assessment of adult-learner services to ensure alignment of services provided with adult student needs.

# STUDENT SERVICES

## 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 Services wing of Heritage South. Students may contact the Counseling Office at (217) 732-3155, ext. 7293 or at [lccounseling@lincolncollege.edu](mailto:lccounseling@lincolncollege.edu) for more information or to schedule an appointment.

## Career Services

While the Lincoln College academic advisors work individually with students to help select courses that will enable them to reach their own specific career goals, all Lincoln College students have access to Illinois State University's Career Center in room 110 of the Student Services Building on the corner of College Avenue and University Street in Normal, Illinois. The Center provides resources to help students identify their interests and explore career opportunities. Students also have access to such services as resume assistance, videotaped mock interviews, e-recruiting, employment interview opportunities, internship assistance, job fairs, and information about graduate schools. For more information about the Career Center, visit the website at <http://careercenter.illinoisstate.edu/>.

## 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. LCN's professional campus security force adheres to the high standards of a Code of Ethics when discharging their duties and responsibilities. The LCN 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, <http://ope.ed.gov/security/Search.asp>.

## Emergency Response and e2Campus

Lincoln College utilizes the *e2Campus 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* in online in the *MyLynx* student information system.

## 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.

## Student Health Services (Lincoln campus)

The student health services office is located in the Student Services 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*

**NOTE:** *Student Health Services should not be confused with medical health care. The health services office provides referrals to local health care providers should students require medical attention.*

## Residential Life

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

The Office of Residential 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 Residential 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 our 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; and those students who are 23 or older and are independent students choosing to commute. Housing is not available for students in the Accelerated (ABE) Programs.

Alcohol and illegal drugs are prohibited on the Lincoln College campuses. For more details on Lincoln College's Residential and Student Life policies please see the Student Handbook and Code of Conduct at <https://lincolncollege.edu/wp-content/uploads/2016/08/Lincoln-College-Student-Hanbook-16-17-updated-8-19-16.pdf>.

### **Housing Costs and Housing Contract**

Costs associated with living on campus include a \$1375.00 per semester room charge for a double occupancy room and \$2075.00 per semester room charge for a single occupancy room (Heritage North and West and Heritage Hall South. 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. Summer session Housing is available at a published rate prior to summer session class registration in March of each year.

### **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 mail box 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 Orientation (NSO) Programs**

Lincoln College offers new student orientation programs specific to the student's campus program in order to assist students in successfully entering the institution and their specific academic program of study.

## **Week of Welcome (WOW) and LynxFest (Lincoln campus)**

The Office of Residential and Student Life sponsors a Week of Welcome which includes activities and events available to all Lincoln College students at the start of the Fall and Spring semester. All students at Lincoln College are invited to attend the social and educational activities occurring in the beginning weeks of the semester. Schedules of events are made available to students when they arrive or return to campus for the start of the semester.

As part of the week, the Office of Residential and Student Life also sponsors **LynxFest** – an 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 (between Davidson-Sheffer Gymnasium and Harts Science) or in Davidson-Sheffer Gymnasium pending inclement weather. Contact the Office of Residential and Student Life 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 (5-week and 8-week) must attend a new student orientation session (ABE 101) which is required for all new students prior to starting the ABE program. ABE 101 is designed to help students obtain 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 because 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 hours session is held twice prior to the beginning of every session and dates are made available from ABE Admissions and from the Assistant Director of ABE. The option of an individual orientation session is also sometimes offered should a student not be able to attend either of the scheduled dates for their starting session.

## **First Year Experience Course (IDS 105)**

Lincoln College offers a First Year Experience course for all incoming freshmen (less than 16 credit hours of prior college credit) in all campus programs (traditional academic programs and the Accelerated (ABE) program). IDS 105 (Freshmen Seminar) is a 3-credit hour course which applies toward graduation and is intended to help first-year college students with the transition from high school coursework to the rigors of collegiate education while introducing students to the expectations of responsible and ethical citizenship in the Lincoln College community and beyond. The class is intended to cover topics relevant to the classroom transition, the various modes of inquiry required in collegiate general education, and issues related to non-curricular adjustments that many first-year college students encounter. In this respect, IDS 105 is intended to be both an academic class which introduces students to the methods of thinking utilized in various academic disciplines and an ongoing orientation to Lincoln College which can be used as a resource opportunity for a successful experience at the college.

**Note:** 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.

# 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 104, provides free content-area tutoring for all Lincoln College students. 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 by students. The Academic Success Center welcomes students to make appointments for private tutoring or visit the following walk-in centers for academic assistance:

- **The Math Tutoring Lab** is staffed by math faculty members and professional tutors, and is available Monday through Friday in Dooley Hall (room 108). Students can have homework checked and/or work in groups to hone their math skills and prepare for exams.
- **The Math Skills Lab**, located in Gehlbach Hall (room 101) is open Monday through Friday and is designed for students enrolled in MAT 091 and MAT 095. Learning Specialists are available to work on specific concepts, check homework and provide practice opportunities to help students master the math.
- **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** is 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. It is strongly recommended that students bring a rough draft of the writing assignment to the Writing Center.

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

*The Learning Resource Center (LRC) is located in rooms 105 and 106 of the Normal campus main academic building. Contact the LRC Director at (309) 268-4321 or by email at [LCN\\_LRC@lincolncollege.edu](mailto:LCN_LRC@lincolncollege.edu). Check the LRC webpage [www.lincolncollege.edu/normal/lrc](http://www.lincolncollege.edu/normal/lrc) for handouts, useful links, and the current semester's tutoring schedule.*

#### Mission

The mission of the Learning Resource Center is to provide high quality academic support to ABE program students. 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.

- **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 often leave specific materials, such as books, CDs, or 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 campus main academic building is open.

## The ACCESS Program (Traditional Program)

The Lincoln College ACCESS program is a fee-based program designed to assist students with disabilities who have executive functioning deficits and AD/HD 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 have a diagnosed disability which impacts them in areas such as planning, prioritization, organization, and time management. ACCESS students participate in a five-day transition workshop prior to the beginning of classes in the fall, and meet with an ACCESS coach regularly throughout the semester for assistance in areas such as goal setting, study strategies, time management, organizational skills, and self-advocacy. 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 Director at (217) 735-7335 or [ods@lincolncollege.edu](mailto:ods@lincolncollege.edu), or visit <http://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 persons with disabilities in the Lincoln College community by providing facilitators, programs, and services that will support and enhance an individual's 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 Section 504 of the Rehabilitation Act, the Americans with Disabilities Act and the ADA Amendments Act in requesting appropriate accommodations to facilitate reaching their academic goals. Accommodations are designed on a case-by-case basis according to student need. To be eligible to receive services, students must have a documented disability, provide appropriate documentation, and register with ODS. Documentation should include a statement from the diagnosing professional and be based on testing completed within the past 5 years. 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.

### Lincoln campus

Lincoln campus students with documented disabilities have a right to obtain accommodations and services in college and can do so through the Lincoln campus Office for Disability Services (ODS), located



in Gehlbach Hall Office B3. Students may contact ODS at (217) 735-7335 or [ods@lincolncollege.edu](mailto:ods@lincolncollege.edu), or visit <http://lcods.lincolncollege.edu>. In order to register for services, students must make the initial request for accommodations to the Coordinator of ODS, and provide appropriate documentation to verify the existence of a disability. Upon completing the registration appointment with the Coordinator, students will work with ODS, faculty, and staff members each semester to implement their accommodations.

### **Accelerated (ABE) Program (Normal campus)**

The Normal campus ABE Office for Disability Services is located in room 106B in the main academic building. Students may contact ODS at (309)268-4321 or by email at [ncods@lincolncollege.edu](mailto:ncods@lincolncollege.edu). To apply for accommodation, contact the Office for Disability Services at (309) 268-4321 or email [ncods@lincolncollege.edu](mailto:ncods@lincolncollege.edu). All ODS registration forms are available at <http://lincolncollege.edu/normal/ods>.

There is an online form on the ODS webpage by which individuals can report access barriers located at: <http://lincolncollege.edu/normal/ods/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 services staff for necessary help. These tasks require that student files be maintained and that advisor/student appointments be routinely scheduled. The academic advisor must also be 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 Academic Advisement is available and open, 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 as a result of alert submissions, with the mutually desirable outcome of addressing the concern and overall improvement of the student's academic experience and progress towards graduation.

## **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 resolve. Students may also contact IT support by phone at (217) 735-7360.*

### **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 is 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 (available online at <https://lincolncollege.edu/wp-content/uploads/2016/08/Lincoln-College-Student-Hanbook-16-17-updated-8-19-16.pdf>) 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 is a multifaceted building that includes a library lecture room that offers tiered seating for 63 students. The college's library is located in the north wing. McKinstry Library offers patrons access to over 33,000 print items, over 74,000 e-books, 35 electronic databases, numerous micro-film rolls, and a special Abraham Lincoln collection. It also contains over 40 Internet-access computers available for research and word processing. For more information about McKinstry Library, visit <http://www.lincolncollege.edu/lincolncampus/library/> or call the Lincoln College switchboard at (217) 732-3155.

### **Access to Print Materials**

All Lincoln College students have checkout privileges through McKinstry Library. Accelerated (ABE) Program students may request print materials from McKinstry Library through the library website using their student ID. The materials will be sent to the Normal Campus by Library staff via a courier generally within 2-3 business days.

### **Access to Online Databases**

All Lincoln College students have complete remote access to McKinstry's online databases providing sources from thousands of electronic periodicals and other sources of information. Many of the online databases, including EBSCO Host, *ERIC*, and Academic Search Premier, have full-text articles available for Lincoln College students to download. Students may access the online databases on campus or off campus using their log-in information at <http://www.lincolncollege.edu/lincolncampus/library/online-databases/>.

### **I-Share Access**

All Lincoln College students and faculty/staff are able to request interlibrary loan items through I-Share, a consortium of over 80 academic libraries in the state of Illinois. Lincoln College is a full member of I-Share which allows Lincoln College students to have check-out privileges at any *I-Share* member library including Illinois State University's Milner Library and Illinois Wesleyan University's Ames Library.

# 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 campus in Normal, Illinois with extension sites for the 5-week format in Oglesby, Illinois and Peoria, 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 authorized 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	Photograph	Enrollment status
Address & phone	Date & place of birth	Degree program
Degree earned	Weight & height of athletic	Dates of attendance at the college
Participation in officially recognized activities/sports	team members	Honors and awards

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 or at: <http://registrar.lincolncollege.edu/wp-content/uploads/sites/8/StudentVerificationFormLC092011.pdf>.

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, parent's 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 through placement testing in mathematics, English composition, and college reading readiness. Placement test scores, in conjunction with ACT scores, high school transcripts, and/or GED scores, are used to determine appropriate course choices. Lincoln College uses ACT's COMPASS® computer based tests. COMPASS placement scores are valid for placement purposes for up to two (2) years.

All students, regardless of campus program, must complete placement testing in each area before registering for any Lincoln College mathematics or English composition class unless:

- The student has successfully completed a college-level mathematics or English course at an accredited institution;
- The student has achieved a 22 or higher on their ACT mathematics sub-score (exempt from Math).
  - Students with an ACT math sub-score of 22-26 may take the COMPASS placement exam if the student feels capable of enrolling in a higher-level math course.
- The student has achieved a 21 or higher on their ACT English sub-score (exempt from English)
- The student has achieved a 20 or higher on their ACT English sub-score with an ACT reading sub-score of 14 or higher (exempt from English)

- The student has achieved a 21 or higher on their ACT Reading sub-score; or have completed college-level coursework with a reading emphasis with a C or better from an accredited institution (exempt from Reading).

Transfer students may submit COMPASS scores from a previous institution provided testing was completed within the past 2 years. Scores must be sent directly to Lincoln College from ACT COMPASS or the institution that administered the test.

### **Traditional Programs: Lincoln campus**

Placement tests are given to all new students who participate in SOAR (Student Orientation, Advising and Registration) in the traditional programs at the Lincoln campus. Other prospective degree-seeking students should contact an admissions counselor for information about placement testing. Current Lincoln College students and non-degree seeking students should contact their academic advisor to register for placement tests.

### **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 campus or email [testingcenter@lincolncollege.edu](mailto:testingcenter@lincolncollege.edu). When scheduling a testing appointment, it is recommended that students allow two (2) hours if they are taking all three (3) exams (math, English, and reading), but the amount of time needed varies according to each individual's test-taking style. The math and reading tests are untimed.

### **Format of the COMPASS Placement Tests**

- The **math test** follows a multiple choice format, requiring students to solve problems and select the correct answer from the choices given. Students may elect to begin the exam at the pre-algebra, intermediate algebra, or college algebra level. Based on the student's responses, the computer-adaptive test then shifts to progressively more or less advanced topics.
- The **reading exam** is designed to evaluate vocabulary, comprehension, and inference skills. Students are asked to read a series of short selections and answer multiple choice questions based on those readings.
- Students are allowed 60 minutes to complete the **English composition exam**. In the composition exam, students are asked to write a short essay in response to a prompt. Placement in English composition is determined by the student's performance in the areas of focus, content, organization, style, and conventions.

### **Test-Out options for Math COMPASS Placement**

Based on the combined ACT math score and placement examination score, a student may qualify to take the Lincoln College challenge examination to demonstrate proficient mastery of knowledge and skills required to test out of the placement course. For more information on the test-out option, students should consult with their academic advisor.

## **Articulation of Transfer Credits**

*The Office of the Registrar is located in the lower-level of Harts Science Building on the Lincoln campus with and Assistant Registrar Office located in the Academic Building at the Normal campus. Contact the Office of the Registrar at (217) 732-3155 x242 or (309) 268-4356 or by email through <http://www.lincolncollege.edu/registrar/>.*

## 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 forms are available in Office of the Registrar on both campuses or downloadable at <http://www.lincolncollege.edu/registrar/>. The Transcript Request Form may be also mailed or faxed to students upon request.

Transcript requests must be signed by the student and be accompanied by payment of a \$5 fee, which may be paid by check, credit card, money order, or in cash. The official transcript will be mailed to the recipient designated by the student generally within 3-5 business days of receiving the request. Students can also request official transcripts to be overnighted for an additional fee. Students may request to have an official transcript sent to themselves; however, the transcript will become unofficial if the seal is broken.

Students may receive an unofficial transcript by completing and submitting the transcript request form at the Office of the Registrar on both campuses; there are no fees associated with an unofficial transcript. Academic Progress Summaries may be obtained through the student's *MyLynx* account.

### 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 G.E.D. 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 regionally accredited institution 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.

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 (see Programs of Study later in this catalog).

## Reverse Transfer of Credit to Complete a Lincoln College degree:

- Associate's degree-seeking students must complete at least 20 of their final 27 semester credit hours of their overall credit requirement with Lincoln College.
- Bachelor's degree-seeking students generally must complete their last 30 credits at Lincoln College (depending on the degree requirements), but may transfer a maximum of 7 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 6 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 6 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 [www.ITransfer.org](http://www.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 either Lincoln College campus 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](http://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 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 campus) 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.
- *Professional licenses and certificates* from an approved program 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 \$100.00 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.

Academic advisors may commend advisees for good performance or improvement, while those advisees with poor grades or indication of decline in performance may be counseled to determine the necessary course of action. It may be appropriate to direct advisees to individual instructors for help or to refer the students to the Academic Success Center for assistance.

**Note:** Mid-semester grades are not reported and are not issued for summer sessions or Accelerated (ABE) Program courses.

## Academic Course Grade and Transcript Mark definitions:

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.
- 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.
- TR** The mark of Transfer (TR) is noted on Lincoln College transcripts when the student received transfer credit from another accredited institution.
- NC** Non-Credit
- 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 from 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 timeframes:

- **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 any student* in any campus program concerning individual assignments, test grades, and/or final course grades may be made by the following procedure:

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 division chair within two weeks of the grade being posted.

3. The Division Chair 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 Division Chair of the decision, in writing, immediately.

## 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 <http://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, each 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 Dean of Assessment and Academic Planning (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) chaired by the Dean of Assessment and Academic Planning. Petitions for substitution/waiver of baccalaureate degree requirements must be approved by the Lead Faculty for the specific degree program and the Dean of Assessment and Academic Planning. If approved, the Dean of Assessment and Academic Planning 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 by 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 Academic Dishonesty." 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 Academic Dishonesty." Additionally, confirmed cases of academic dishonesty will be noted on a 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 effects 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 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.

A more detailed list of infractions can be found in “Examples of Academic Dishonesty,” which is located on the Lincoln College website.

The “Faculty Disciplinary Guide for Academic Integrity Violations” provides a further overview of the institutional policies and procedures related to the prevention, identification, and the prosecution of infractions of academic dishonesty. This guide is located on the Lincoln College website.

## 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’s degree:** There are three levels of awards (Latin Honors) for superior scholarship leading to the conferral of a Bachelor’s 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 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 is determined using the ABE student's cumulative GPA at the end of the second session/sub-term of the spring semester in the 5-week program (ABE sub-term: A5) and at the end of the first session/sub-term of the spring semester in the 8-week New Normal program (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's degree:** The college recognizes two levels of scholarship for graduating associate's 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.

## 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 fine arts, intercollegiate athletics, and/or other organizations or programs where the student is representing the College to the public.

**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



fourteen (14) academic semester hours, including activity credits, during the semesters 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.

**Conditionally admitted students** are limited to enrolling in 14 credit hours, but are not entering the College on academic probation.

**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.

**\*ADDENDUM:** to the **Academic Suspension** Policy above.  
(Passed by the Academic Committee on October 7, 2016)

Eliminated the sentence: "Any student who has been on academic probation for the first two semesters at Lincoln College, who remains on academic probation after the next semester, will be suspended for an academic year."

The practical effect of eliminating the sentence is to keep the policy the same in that any student who has received 3 probations (consecutive or nonconsecutive) will be suspended from the College regardless of when those probations occurred. The change was made to clarify the language and intent of the policy for students and to avoid possible misinterpretations between the sentence eliminated and the next sentence which was retained by the Committee.

# 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: <https://registrar.lincolncollege.edu/calendar/>. Note: The 5-week ABE Program course schedules are available from the student's academic advisor.

## 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. 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 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: <https://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 Elluminate, Gig Blue Button, or Blackboard Collaborate) 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.

### **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 and register for classes. The academic advisor will work with the student to complete an official registration form which must be filed with the Office of the Registrar.

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

All ABE students must meet with their assigned academic advisor to discuss course choices and register for classes through the development of a Plan of Study. Each new student meets with his or her academic advisor to develop an original Plan of Study. As the student progresses through their Plan of Study, the academic advisor will assist the student in making changes to the Plan of Study as needed as the result of any schedule conflicts, interruptions in study or other academic concerns.

Each semester, ABE students must confirm, in writing, with their ABE Academic Advisor that they intend to register for the courses on their Plan of Study for each ABE sub-term (5-week and/or 8-week). The Academic Advisor will register the ABE student for the courses scheduled on their Plan of Study once a written confirmation, typically in the form of an email, is received.

## **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 graduate with their 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, and students must have the permission of their academic advisor to enroll in more.

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

All **5-week 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). **8-week ABE students** in the New Normal program generally enroll as full-time students in a maximum of 12 credits per semester (6 credits per 8-week session at 2 sessions per semester). New Normal 8-week students may enroll as part-time students as well (less than 11 credits in the semester) and should consult with their academic advisor regarding the timeline of the Plan of Study if they choose to do so.

## 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, and students must have the permission of their academic advisor to enroll in more. 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")

5-week ABE students are limited to one (1) course per five (5) week session while 8-week ABE students are limited to two (2) courses per eight (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 point in the semester in each of the accelerated program formats (5-week and 8-week). For example, students enrolled in an 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 (3) 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. An overload may only be requested for one sub-term per semester (fall, spring, or summer) and may not exceed a total of 15 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 of the Accelerated Bridge to Education according to the ABE Credit Hour Overload policy indicated below. All ABE students must obtain written permission from the Executive Director of the Accelerated Bridge to Education 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 3.60 or greater GPA in all ABE courses
- Completion of at least 18 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, health 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 of the Accelerated Bridge to Education at <http://linconcollege.edu/registrar/forms/abe-overload>. ABE overload requests must be submitted no earlier than 2 sessions prior to the session for which the overload is requested for the request to be approved.

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 no later than the first week of the session prior to the session in which the student is requesting the overload so the most current grade point average can be ascertained.

## Course Additions/Drops/Withdrawals

No student may add a course, withdraw from a course, or change from one section of a course to another without the written consent of the academic advisor. All such changes must be filed with the Office of the Registrar on the official Add/Drop Form. Forms are available from the academic advisors and in the Office of the Registrar. ***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 first week of each semester, traditional program students may add a class if space is available in the class. Students must meet with their academic advisor to complete the appropriate forms to be filed with the Office of the Registrar for the addition. No class may be added after the Registration Period ends on the published date.

**Dropping a course:** During the first week of each semester, traditional program students may drop from a course without academic record. To drop a course, a student must meet with their academic advisor to complete the appropriate forms to be filed with the Office of the Registrar for the drop. Until the official Drop process is complete, 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 class if space is available *prior to the first class meeting* of the course. Students contact their academic advisor to complete the appropriate registration forms for the addition according to the Registration Procedure outlined above. No class may be added after the class has already begun.

**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 contact the academic advisor who will assist the student in completing an official drop on the registration form which must be signed or be accompanied by the student's written request to drop the course. Until the official Drop process is complete, 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 (5-week and 8-week Formats)

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 the 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) 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 with 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 are required to notify the Vice President for Enrollment Management and Student Services and the Office of the Registrar. If students withdraw from the college between the beginning date of the semester and 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/6/2016/01/2016-2017-acad-calendar-LCL.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 with their academic advisor. If ABE students withdraw from the College between the beginning of the session/sub-terms and 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, found in the Office of Academic Affairs.

3. **Completed and signed *LC Withdrawal from the College form*.**

Upon receipt of the required paperwork as 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 you 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/program head. The request must then be approved by the Office of 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)

Since satisfactory progress is important to college success, all students are expected to attend classes regularly and promptly. The specific attendance policy of any course is determined by the individual instructor of that course as outlined in the syllabus. Specific attendance requirements may exist in certain courses or programs, or for students receiving special services.

Students who are absent from a class or laboratory period are held responsible for material and work they may have missed by their absence or tardiness. Instructors are not required to accept late work or allow make up testing. If accepted, such work may receive a lower grade. The specific attendance and late work policy of any course is determined by the individual instructor of that course as outlined in the syllabus.

Students are responsible for acknowledging and adhering to the attendance, tardy, and late work policies as outlined in each 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)**

Students who are not officially enrolled in a course may not attend the course. Visitors to a class session of any course must receive written permission from the faculty member teaching the course to attend that particular class session.

# 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 2016-2017 academic year, Lincoln College tuition for dual credit courses is \$130.00 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 COMPASS 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 English 101, or any math course, will be required to take the COMPASS 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 "F"s.

## **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.

# PROGRAMS OF STUDY

## Bachelor's Degrees/Majors Offered by Campus Program

Bachelor of Arts (BA) degrees with a major in:

- Theatre** (Traditional Program – Lincoln campus)
- Jazz Studies** (Traditional Program – Lincoln campus)
- Radio, Television, and New Media** (Traditional Program – Lincoln campus)
- Organizational Leadership** (ABE - 5 and 8 week)
- Liberal Arts** (ABE - 5 and 8 week)

Bachelor of Science (BS) degrees with a major in:

- Criminal Justice Studies** (All formats)
- Sport Management** (Traditional Program - Lincoln campus and ABE 8-week)
- Health Services Administration** (ABE 5-week)

Bachelor of Business Administration (BBA) degrees with a major in:

- Business Management** (All formats)
- Supply Chain and Logistics Management** (ABE 5-week)

Applied Bachelor degrees in:

- Bachelor of Applied Science (BAS) in **Organizational Leadership** (ABE - 5 and 8 week)
- Bachelor of Applied Management (BAM) in **Entrepreneurship** (ABE - 5 and 8 week)

**Bachelor of General Studies** (ABE - 5 and 8 week)

## Minors Offered by Campus Program

Minors are only available to students pursuing a bachelor's degree. Students may earn a minor in:

- Diversity Studies** (All formats)
- Business Management** (All formats)
- Criminal Justice Studies** (All formats)
- Vocal Arts** (Lincoln campus only)
- Accounting** (ABE - 5 and 8 week)

## Associate's Degrees Offered (Lincoln campus only)

- Associate of Arts (General Studies)
- Associate of Science (General Studies)
- Associate of Science (Pre-Nursing)

## 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's degrees:** Heartland Community College, Illinois Central College (Accelerated Site Location), Illinois Valley Community College (Accelerated Site Location), Lincoln Land Community College, Moraine Valley Community College (Theatre)

**Transfer Agreements from Lincoln College Associate's degrees to other institutions:** University of Illinois College of ACES (Agriculture), St. Francis University (Nursing)

## 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 pre-requisites and co-requisites 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 Campus Program transfer in the Admission 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 services 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 or certificate 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:

- Effectively communicate in oral and written forms. (**GELO I: COMMUNICATION SKILLS**)
- Produce solutions to problems using critical reasoning. (**GELO II: ANALYTICAL SKILLS**)
- Critique and evaluate diverse perspectives/ideas. (**GELO III: APPRECIATE DIVERSITY**)
- Articulate core values in making ethical choices. (**GELO IV: ETHICAL DECISION-MAKING**)
- 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 the specific general education curriculum requirements indicated 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.

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

Each of the following courses:

Level 1: ENG 101 (prereq. C or better in ENG 100 or placement)

Level 2: ENG 102 (prereq. 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 each of the introductory math courses is a C or better in MAT 095 or placement)*

*\* 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 106 (w/lab), or BIO 103 (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) (prereq. MAT 095 or college-level math placement), CHM 140 (w/lab) (coreq. MAT 119)

*(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 (prereq. BIO 102), BIO 208 (prereq. BIO 102), BIO 301 (prereq. BIO course), CHM 141 (prereq. CHM 140), CRT 301 (prereq. Jr. standing), ECO 107, ECO 108 (prereq. ECO 108), ENG 105 (coreq. ENG 101), ENG 201 (coreq. ENG 101), MAT 120 (prereq. MAT 119), MAT 123 (prereq. MAT 119), MAT 125 (prereq. MAT 119), MAT 130 (prereq. MAT 125), MAT 231 (prereq. MAT 130)

**Appreciate Diversity (GELO III): (6 credits)**

Level 1: IDS 105 \*

Level 2: One of the following courses: ANT 302, ART 111, ENG 106 (coreq. ENG 101), ENG 109, HIS 129, HUM 106 (coreq. ENG 101), HUM 108 (coreq. ENG 101), HUM 144 (coreq. 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: IDS 150 (coreq. ENG 101), PHL 103, REL 102

Level 2: One of the following courses: HIS 301, ORL 201, PHL 107, PHL 302, PSY 204 (prereq. 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 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 will take a COMPASS placement test for Math, Reading, and Writing. Students who place into the following courses must achieve a C or better in each course: ENG 100, MAT 091, MAT 095, and RED 099. NOTE: RED 099, MAT 091, and MAT 095 are not for college credit and ENG 100 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's 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's 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's 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's 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 Web site address: [www.itransfer.org](http://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's 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 web site, [www.iTransfer.org](http://www.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's degree:

- Students who transfer to Lincoln College with an earned associate's 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's degree are considered to have completed Lincoln College General Education requirements.

### **Option Four: Completion of Specified Associate of Applied Science Degrees (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 119 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.

# BACHELOR'S DEGREE PROGRAMS

## Mission of Baccalaureate Degree Programs

The Lincoln College Bachelor's 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's 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's 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's 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

## Second Bachelor's Degree

A student who has already received one bachelor's degree from a regionally accredited college or university may complete a second bachelor's 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's 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's degree to determine their eligibility for student loans.

# Liberal Arts Baccalaureate Degrees

## Bachelor of Arts in Liberal Arts

**Offered Through:** Division of Language, Humanities and Social Sciences

**Formats Available:** ABE – 5 and 8 week

### 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 301, CMN 302, CMN 303 (Prereq. CMN 101), CMN 310, ENG 302 (Prereq. ENG 102), or CMN 260
  - **Social Sciences (9 hours):** Any 3 of the following courses:  
ECO 302, GEO 301, HIS 301, POS 301; POS 391/CJS 444 (Prereq. POS101, Jr/Sr standing); POS 392/CJS 445 (Prereq. POS101, Jr/Sr standing); SOC 301, or SOC 306
  - **Humanities (9 hours):** Any 3 of the following courses:  
ART 301 (Prereq. Jr/Sr 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 (Prereq. 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 (Prereq. Jr/Sr standing) and CRT 303 (C or better in Prereq. MAT 110, Jr/Sr standing)
- **Senior Coursework (6 hours):** SIT 403 (must be taken in final semester) and **either** SIT 402 (Prereq. CRT 303 and Sr. standing) **or** SIT 491 (Prereq. Sr. 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-Normal
- 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 Theatre

**Offered Through:** Division of Fine Arts and Communication

**Formats Available:** Traditional Program – Lincoln campus

## Purpose

The Bachelor of Arts in Theatre is designed to produce well-rounded theatre generalists. Graduates will possess training that will prepare them to assume roles in regional theatres, enter graduate school, or allow them to assume leadership positions in the community based theatres. Students will develop an understanding of the many aspects of theatre and the collaboration required to produce and perform theatre pieces through both technical competency and broad knowledge of theatre. In addition, students will be allowed to develop specific skills through advanced coursework and gain practical experience in acting, directing, or technical theatre.

## Bachelor of Arts in Theatre Program Learning Outcomes

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

1. Communicate effectively about theatre. **(GELO I)**
2. Produce critical analysis of theatre literature from a variety of theatrical perspectives. **(GELO III)**
3. Produce constructive critical responses to theatrical phenomena. **(GELO III)**
4. Produce solutions to production-specific problems in varied theatrical styles. **(GELO II)**
5. Employ competence in theatre creation and production. **(GELO II)**
6. Employ competence in theatre scholarship. **(GELO II)**

## Bachelor of Arts in Theatre Degree Requirements

- Successful completion of the Theatre Core Curriculum (65 hours)
  - **Theatre Foundation Courses (19 hours):** Each of the following courses: THE 104, THE 107, THE 108 (prereq. THE 107), THE 111, THE 112 (prereq. THE 111), THE 204, THE 207 (prereq. THE 108), THE 208 (prereq. THE 207), THE 211 (prereq. THE 112)
  - **Theatre Core Courses (28 hours):** Each of the following courses (prerequisite for all the following are Junior/Senior standing unless otherwise noted): THE 305, THE 306, THE 307, THE 308 (prereq. THE 307), THE 311 (prereq. TH 112), THE 345, THE 349, THE 371 (prereq. THE 111), THE 407 (prereq. THE 308), THE 408 (prereq. THE 407), THE 445, THE 471
  - **Theatre Electives (6 hours):** Any two of the following courses: THE 313 (prereq. Jr/Sr.), THE 347 (prereq. THE 104 or THE 204), THE 411 (prereq. THE 112), THE 413 (prereq. THE 211), THE 491 (Prereq. Permission of Lead Faculty)
  - **Fine Arts Electives (9 hours):** Any three courses totaling 9 credit hours with an ART, DAN, MUS, PHO or THE\* designation, and/or courses the following courses: HUM 120, CMN 103
- \* Courses with the THE designation used above in any of the requirements of the major, including the Theatre elective, may NOT be used as a Fine Arts Elective.
- **Senior Coursework (3 hours):** THE 403 (prereq. 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 2.5 or above
- Complete minimum total of 120 credit hours (Note: an earned AFA will fulfill general education requirements for the Theatre major)



# Bachelor of Arts in Jazz Studies

**Offered Through:** Division of Fine Arts and Communication

**Formats Available:** Traditional Program – Lincoln campus

## Purpose

The Lincoln College Jazz Studies major prepares students to become a performing musician, private instructor, or a music arranger/composer. This degree will also allow students to enter a master's of music program in performance after completion so they may continue their educational growth. The Jazz Studies major offers these benefits:

- Emphasis on solo and small group performance, and jazz improvisation.
- Completed degree program in four years.
- Program of study includes courses in music theory and aural skills, lessons and ensembles, jazz improvisation, jazz harmony and jazz history.
- Private instruction from dedicated and skilled professionals.
- Preparation for recital and instrumental juries.

## Bachelor of Arts in Jazz Studies Program Learning Outcomes

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

1. Demonstrate the technical skills requisite for artistic self-expression in at least one major performance area at a level appropriate for the particular music concentration. **(GELO III)**
2. Demonstrate an overview understanding of the repertory in their major performance area and the ability to perform from a cross-section of that repertory. **(GELO III)**
3. Demonstrate the ability to read at sight with fluency demonstrating both general musicianship and, in the major performance area, a level of skill relevant to professional standards appropriate for the particular music concentration. **(GELO III)**
4. Demonstrate the knowledge and skills sufficient to work as a leader and in collaboration on matters of musical interpretation. Rehearsal and conducting skills are required as appropriate to the particular music concentration. **(GELO V)**
5. Demonstrate keyboard and arranging/compositional competency. **(GELO I)**
6. Achieve growth in artistry, technical skills, collaborative competence and knowledge of repertory through regular ensemble experiences. Ensembles should be varied both in size and nature (Big Band and Combo). **(GELO III)**
7. Assess current jazz compositional techniques and trends. **(GELOs II & III)**

## Bachelor of Arts in Jazz Studies Degree Requirements

- Successful completion of the Bachelor of Arts in Jazz Studies in curriculum (67 hours)
  - **Music Foundation Courses (29 total hours):** Each of the following courses (may be completed at associate level): MUS 105, MUS 141, MUS 142 (prereq. MUS 141), MUS 219, MUS 241 (prereq. MUS 142); AND
    - Performance Foundation Courses (8 hours):** Each of the following taken sequentially by audition only:
      - Jazz Ensemble (1 cr. each):** MUS 138, MUS 139, MUS 238, MUS 239
      - Jazz Combo (1 cr. each):** MUS 151, MUS 152, MUS 251, MUS 252
    - Private Instrument Lessons (4 hours):** Must be taken sequentially:
      - Piano (1 cr. each):** MUS 120, MUS 121, MUS 220, MUS 221
      - Voice (1 cr. each):** MUS 122, MUS 123, MUS 222, MUS 223
      - Brass (1 cr. each):** MUS 124, MUS 125, MUS 224, MUS 225
      - Woodwinds (1 cr. each):** MUS 126, MUS 127, MUS 226, MUS 227
      - Percussion (1 cr. each):** MUS 128, MUS 129, MUS 228, MUS 229

**Guitar (1 cr. each):** MUS 132, MUS 133, MUS 232, MUS 233

- **Jazz Studies Core Courses (32 total hours):** Each of the following courses: MUS 319, MUS 419 (prereq. MUS 319), MUS 341, MUS 342 (prereq. MUS 341), MUS 441 (prereq. MUS 341), MUS 442 (prereq. MUS 342), MUS 361 (prereq. MUS 252), MUS 461 (prereq. MUS 361); AND

**Jazz Labs (4 hours):** Each of the following taken sequentially (prereq. Jr. standing and permission of instructor: MUS 307, MUS 308, MUS 407, MUS 408

**Private Instrument Lessons (4 hours):** Must be taken sequentially:

**Piano (1 cr. each):** MUS 320, MUS 321, MUS 420, MUS 421

**Voice (1 cr. each):** MUS 322, MUS 323, MUS 422, MUS 423

**Brass (1 cr. each):** MUS 324, MUS 325, MUS 424, MUS 425

**Woodwinds (1 cr. each):** MUS 326, MUS 327, MUS 426, MUS 427

**Percussion (1 cr. each):** MUS 328, MUS 329, MUS 428, MUS 429

**Guitar (1 cr. each):** MUS 332, MUS 333, MUS 432, MUS 433

- **Junior and Senior Coursework (6 hours):** Each of the following courses: MUS 338 (prereq. MUS 239, by audition only), MUS 351 (prereq. 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 2.5 or above

# 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:

1. Create professional level performance content for radio, television, and multimedia platforms. **(GELO I)**
2. Communicate in a manner consistent with professional media standards. **(GELO I)**
3. Analyze management and programming strategies for radio, television, and digital media. **(GELO II)**
4. Employ proficiency in modern media technology skills in radio, television, and digital media equipment by producing solutions to technical issues. **(GELO II)**
5. Predict future convergent trends affecting the media landscape. **(GELO II)**
6. Critically evaluate the historical, cultural, and societal impacts of media on global, national, and local communities. **(GELOs III & V)**
7. 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 (63 hours):
  - **Foundation Courses (21 hours):** Each of the following courses:  
CMN 105, CMN 130, CMN 135, CMN 227(prereq. CMN 105), CMN 247 (prereq. CMN 105), BUS 203, BUS 242
  - **Radio, Television, & New Media Core Courses (30 hours):** Each of the following courses:  
CMN 305 (prereq. 247), CMN 328 (prereq. CMN 105), CMN 330 (pre. CMN 130), CMN 332 (prereq. CMN 130), CMN 335 (prereq. CMN 332), CMN 348 (prereq. CMN 130), CMN 427 (prereq. 227), CMN 447 (prereq. CMN 247), CMN 448 (prereq. CMN 447), CMN 490 (prereq. CMN 330)
  - **Radio and Television Practicum (9 hours):** Each the following courses:  
CMN 191, CMN 192, CMN 193, CMN 194, CMN 195, CMN 196, CMN 291
  - **Senior Coursework (3 hours):** CMN 491 (prereq. Sr standing; permission of Lead Faculty)
- 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 2.5 or above
- Final 30 hours completed at Lincoln College.

# Bachelor of Science in Criminal Justice Studies

**Offered Through:** Division of Language, Humanities, and Social Sciences

**Formats Available:** All

## Purpose

The Bachelor of Science in Criminal Justice Studies 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 Studies Program Learning Outcomes

Upon completion of the Bachelor of Science in Criminal Justice Studies, successful students will be able to:

1. Effectively communicate critical analysis of the criminal justice system in both oral and written forms. **(GELO I)**
2. Apply operational models underlying the administration of the American criminal justice system to real world situations. **(GELO V)**
3. Evaluate research data to form critical judgements regarding criminological theories used in the administration of justice. **(GELO II)**
4. Form critical judgments regarding ethical dilemmas emanating from the distinction between criminal procedural rules and substantive law in the administration of justice. **(GELO IV)**
5. Propose recommended solutions to problems in the administration of justice emanating from the diversity within the social system. **(GELO III)**

## Criminal Justice Studies Program Learning Objectives (content/subject area goals)

Upon completion of the Bachelor of Science in Criminal Justice Studies, successful students should be able to:

1. 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.
2. Describe the history, theory, practice and legal environment of correctional philosophies and systems.
3. Identify the nature and causes of crime including typologies, offenders, and victims.
4. Describe the fundamental nature of criminal law and criminal procedures including court procedures and judicial decision-making.
5. Describe the history, theory, practice and legal environment of law enforcement practices including police organization and subcultures.

## Bachelor of Science in Criminal Justice Studies Degree Requirements:

- Successful completion of the Criminal Justice Studies curriculum (63 hours)
  - **Foundation Courses (15 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 or

- SOC 206, BUS 166 *or* CSC 115
- **Mathematics Requirement (3 hours):** (may be satisfied through general education requirements): MAT 110 with a grade of C or better (Prereq. C or better in MAT 095 or placement)
- **Criminal Justice Introductory Core Courses (12 hours):** Grade of C or better in each of the following courses: CJS 108, CJS 210, CJS 220, CJS 240
- **Criminal Justice Upper Level Core Courses (21 hours):** Grade of C or better in each of the following courses:  
CJS 325 (pre. C or better in CJS 220), CJS 346 (prereq. C or better in CJS 240), CJS 350 (Prereq. C or better in CJS 108), CJS 353/CRT 303 (Prereq. C or better in MAT 110), CJS 356 (Prereq. C or better in CJS 108), CJS 362 (Prereq. C or better in CJS 108), CJS 442 (pre. C or better CJS 346)
- **Senior Level Criminal Justice Courses (6 hours):** Grade of C or better in each of the following courses: CJS 456 (Prereq. CJS 442 or concurrent enrollment; Sr. Standing), CJS 490 (Prereq. C or better in CJS 353/CRT 303; Sr. Standing)
- **CJS Major Electives (6 hours):** C or better in *two of the following courses*:  
CJS 262 (Prereq. CJS 108), CJS 280, CJS 320, CJS 358, CJS 424 (prereq. C or better in CJS 325 and PSY 101), CJS 470 (Prereq. CJS 108 and Sr. Standing), CJS 491 (prereq. Sr. Standing), CJS 492 (Prereq. Permission of CJS Lead Faculty), CMN 310, CRT 301 (Prereq. Jr/Sr Standing), ENG 302 (Prereq. ENG 102), POS 391 (Prereq. POS 101; Jr/Sr Standing), POS 392 (Prereq. POS 101; Jr/Sr. 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 2.5 or above

## Criminal Justice Studies Minor

**Formats Available:** All

The Criminal Justice Studies program offers an academic minor which students may apply to their degree/major. The course work for a CJS 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 Studies Minor Learning Outcomes

Upon completion of the Criminal Justice Studies Minor, students are able to:

- A. Explain the fundamental operations and theories underlying the functioning of the American criminal justice system. **(GELO V)**
- B. Explain the fundamental theories of crime causation and victimization. **(GELO III)**
- C. Form critical judgments regarding the effect of diversity on the administration of justice and social control. **(GELOs II, III, and V)**

### Criminal Justice Studies Minor Requirements:

- Complete minimum total of 120 credit hours with an earned baccalaureate degree which is not CJS
- Successful completion of the Criminal Justice Studies Minor curriculum (21 hours) with a grade of C or better in each of the following:  
CJS 108, CJS 220, CJS 240, CJS 325 (prereq. CJS 220), CJS 346 (prereq. CJS 240), CJS 350 (Prereq. CJS 108), CJS 356

# Bachelor of General Studies

**Offered Through:** Center for Adult Learning

**Formats Available:** ABE – 5 and 8 week

## 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's 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's 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 (Prereq. CRT 303))
  - **Arts and Sciences Electives (9 hours):** Complete 9 hours of arts and sciences elective credits beyond the general education requirements or associate's degree.

- **Competency Courses:** Grade of C or better required in each of the following: ENG 101, ENG 102 (Prereq. ENG 101), CMN 101, and MAT 105 (Prereq. C or better in MAT 095 or placement) or higher. These courses may have been completed in general education or an associate's 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's 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 Studies:** 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.

# Liberal Arts Minors

## Diversity Studies Minor

**Formats Available:** All

The Diversity Studies minor allows students to add an academic minor to their degree/major. The course work 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:

- A. Express an understanding of diversity in a variety of forms. **(GELOs I & III)**
- B. Discuss trends in diversity issues in the contemporary workplace. **(GELOs I & III)**
- C. Articulate the need for a diverse workforce. **(GELOs I, III, and V)**

### Diversity Studies Minor Requirements:

- Complete 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 (Prereq. PSY 101), SOC 206, IDS 491
  - **Workplace Diversity (3 hours):** Any 1 of the following courses:  
BUS 316 or CJS 358
  - **Diversity Electives (6 hours):** Any 2 of the following courses:  
BUS 313, CJS 362 (prereq. CJS 108), BUS 316 or CJS 358 (if not chosen in Workplace Diversity requirements), ENG 309, GEO 301, ANT 302, POS 301, PHL 302, SOC 306, or CMN 260

## Vocal Arts Minor

**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:

1. Exhibit technically sound vocal performance. **(GELO I)**
2. Interpret a common body of Western musical literature and individual repertory by written and oral means. **(GELO I and III)**
3. Demonstrate diction proficiency in singing in foreign languages (Italian, German, and French). **(GELO I)**

### Vocal Arts Minor Requirements

- Complete 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 122, 123, 222, 223, 322, 323 – 1 credit each)
  - **Lincoln College Chorale (4 hours):** (MUS 109, 110, 209, 210 – 1 credit each)
  - **Music Core Courses (12 hours):** MUS 141, MUS 142 (prereq. MUS 141), MUS 362; MUS 363



# Business Baccalaureate Degrees

## 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 (63 hours)
  - **Business Foundation Courses (21 hours):** Grade of C or better required in each of the following courses:  
BUS 101 (Prereq. MAT 095 or college-level math), BUS 102 (Prereq. C or better in BUS 101), BUS 166, BUS 203, BUS 205, ECO 107, and ECO 108 (Prereq. ECO 107)
  - **Mathematics (11 hours):** Grade of C or better required in each of the following courses:  
MAT 110 (Prereq. C or better in MAT 095 or placement)  
MAT 119 (Prereq. C or better in MAT 095 or placement)  
MAT 120 (Prereq. 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 (Prereq. BUS 101), BUS 306, BUS 310\* (Prereq. MAT 120), BUS 314\*, BUS 318\*, BUS 321 (Prereq. MAT 110, MAT 120, Jr/Sr), BUS 410, BUS 412 (Prereq. BUS 318) and BUS 413 (Prereq. BUS 101, 102, 203, 301, 310 and 314)
    - \* **BUS 205** acts as a **Co-requisite** (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 (Prereq. BUS 102), BUS 304 (Prereq. BUS 101), BUS 313, BUS 315 (Prereq. BUS 101 & BUS 301), BUS 316, BUS 490, BUS 491 (prereq. Sr. standing), BUS 492, BUS 496, CMN 302, CMN 303 (Prereq. CMN 101), CMN 310, CRT 301, ENG 302 (Prereq. ENG 102)

- **OPTIONAL: Concentration in Accounting (additional 6 hours):** C or better in both of the following:  
BUS 302 (Prereq. BUS 102) and BUS 304 (Prereq. 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-Normal
- 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 2.50 or above
- C or better in ENG 101, 102; CMN 101; MAT 110, 119 and 120; and all Business Foundation and Core courses.

## Business Management Minors

### Business Management Minor

**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:

- A. Integrate foundational knowledge and skills in management. **(GELO II)**
- B. Apply foundations of management in a global setting. **(GELO III)**
- C. 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 (22 hours) including a C or better in each of the following courses:  
BUS 101 (Prereq. MAT 095 or college-level math), BUS 102 (Prereq. C or better in BUS 101), BUS 203, BUS 205, BUS 301 (Prereq. BUS 101), BUS 306, BUS 410

## Minor in Accounting

**Formats Available:** ABE – 5 and 8 week

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:

- A.** Apply foundational knowledge and skills in accounting. **(GELO II)**
- B.** Apply foundational knowledge and skills in finance. **(GELO II)**
- C.** 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 (Prereq. MAT 095 or college-level math), BUS 102 (Prereq. C or better in BUS 101), BUS 301 (Prereq. BUS 101), BUS 302 (Prereq. BUS 102), BUS 304 (Prereq. BUS 101)
  - BUS 306 or BUS 310 (Prereq. MAT 120/Coreq. BUS 205) or BUS 313 or BUS 315 (Prereq. BUS 101 & BUS 301)
  - BUS 410 or any other 400 level BUS course

# Bachelor of Business Administration in Supply Chain & Logistics Management

**Offered Through:** Division of Business Programs

**Formats Available:** ABE – 5 and 8 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:

1. Demonstrate knowledge of the functions of logistics and supply chain management.
2. Apply concepts and activities of the supply chain to actual organizations. **(GELO II and V)**
3. Explain the sequential nature of logistics and supply chain management. **(GELO II)**
4. Produce examples of effective supply chain management and logistics implementation. **(GELO II)**
5. Assess the effectiveness of logistics and materials management throughout the global supply chain. **(GELO II and III)**
6. 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 (Prereq. MAT 095 or college-level math), BUS 102 (Prereq. C or better in BUS 101), BUS 166, BUS 205, ECO 107, and ECO 108 (Prereq. ECO 107)
  - **Mathematics (7 hours):** Grade of C or better required in each of the following courses:  
MAT 110 (Prereq. C or better in MAT 095 or placement) and MAT 120 (Prereq. 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 (Prereq. BUS 101), BUS 310\* (Prereq. MAT 120), BUS 315 (Prereq. Bus 101 & Bus 301), BUS 321 (Prereq. MAT 110 & MAT 120), BUS 410  
\* **BUS 205** acts as a **Co-requisite** (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 (Prereq. SCL 205), SCL 313 (Prereq. SCL 205), SCL 315, SCL 350, SCL 410, SCL 490 (Prereq. SCL 305, 310, 313, 315, 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 2.50 or above

# Bachelor of Science in Sport Management

**Offered Through:** Division of Business Programs

**Formats Available:** Traditional Program (Lincoln campus) and ABE – 8 week

## 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 (Prereq. MAT 095 or college-level math), BUS 102 (Prereq. C or better in BUS 101), BUS 203, BUS 205, ECO 107, and ECO 108 (Prereq. ECO 107)
  - **Sport Management Core Courses (36 hours):** Grade of C or better required in each of the following courses:  
SPM 201, 301, 302, 303, 304 (Prereq. Bus 203), 305, 306, 400, 401, 402, 403, 404
  - **Senior Coursework (3 hours):** SPM 491 (Prereq. Senior Standing and Lead Faculty approval)
- Complete minimum of 120 total credit hours
- Last 30 credit hours must be completed at Lincoln College-Normal
- A minimum of 27 hours of upper division coursework (numbered 300 or above)
- Final Lincoln College cumulative GPA of 2.5 or above

# 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 health care experience to become competent leaders in health care 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 (67 hours):
  - **Business Foundation Courses (27 hours):** Grade of C or better in each of the following courses: BUS 101 (Prereq. MAT 095 or college-level math), BUS 102 (Prereq. C or better in BUS 101), BUS 166, BUS 205, BUS 301 (Prereq. BUS 101), BUS 310 (Prereq. MAT 120 and Coreq. BUS 205), BUS 318 (Coreq. BUS 205); ECO 107, and ECO 108 (Prereq. ECO 107)
  - **Mathematics Core (7 hours):** Grade of C or better in each of the following: MAT 110 (Prereq. C or better in MAT 095 or placement) and MAT 120 (Prereq. 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 (Prereq. MAT 110 & 135 and BIO 101 or 102), HSA 340, HSA 441, HSA 452 (Prereq. MAT 110 & MAT 120), HSA 456, and HSA 460.
  - **Integration of Health Services Management Theory and Practice (8 hours):** Students must complete each of the following with a grade of C or better: HSA 474 (Prereq. Health Care Systems, Policy and Management core, and senior standing), **AND** HSA 491 (Health Services Administration Internship) (4)  
*HSA 491 requires 30 credit hours of "field experience" for every credit hour of academic time. Mid-career students with managerial experience in the Health Care field may request PLA for this course and should be advised that PLA carries a fee and is not automatically granted.*
- Complete minimum of 120 total credit hours with final Lincoln College cumulative GPA 2.5 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

# Bachelor of Arts in Organizational Leadership

**Offered Through:** Division of Business Programs

**Formats Available:** ABE – 5 and 8 week

## Purpose

This 120 credit-hour bachelor's 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 Learning Outcomes

- Successful completion of the Bachelor of Arts in Organizational Leadership curriculum (60 hours)
  - **Lower Level Organizational Leadership Foundation Courses (12 hours):** Grade of C or better in each of the following (may be completed through general education): BUS 205, PSY 101, PSY 204 (pre. PSY 101), SOC 206
  - **Upper Level Organizational Leadership Foundation Courses (24 hours):** Each of the following courses:  
BUS 314 (pre. BUS 205), CMN 302, CRT 301 (prereq. Jr/Sr standing), ECO 302, ENG 302 (pre. ENG 102), PHL 302, PHL 303, SOC 306
  - **Organizational Leadership Core Courses (21 hours):** Each of the following courses:  
ORL 201, BUS 316, BUS 318 (pre. BUS 205), BUS 412 (pre. BUS 318), CMN 310, HIS 301, ORL 401 (coreq. BUS 412)
  - **Senior Capstone (3 hours):** ORL 495 (pre. 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 2.5 or above
- Final 30 hours completed at Lincoln College.

# Bachelor of Applied Science in Organizational Leadership

**Offered Through:** Division of Business Programs

**Formats Available:** ABE – 5 and 8 week

## 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 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 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 (Prereq. ENG 101), CMN 101, MAT 110 (Prereq. C or better in MAT 095 or placement)
  - **Upper-Level General Education Courses (24 hours):** Each of the following courses:  
**Communication:** CMN 303 (prereq. CMN 101) and ENG 302 (Prereq. ENG 102)  
**Humanities:** PHL 302 and PHL 303  
**Social Sciences:** ANT 302 and GEO 301  
**Critical Reasoning and Analytic Methods:** CRT 301 (prereq. Jr/Sr) and CRT 303 (Prereq. 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, BUS 318 (Coreq. BUS205), BUS 412 (Prereq. BUS 318), ORL 401 (coreq. BUS 412)
  - **Senior Capstone (3 hours):** ORL 495 (pre. ORL 401 and BUS 412)
- Complete minimum of 120 total credit hours with final Lincoln College cumulative GPA 2.5 or above
- Minimum of 30 credit hours at 300 level or above
- Final 30 credit hours completed at Lincoln College



# Bachelor of Applied Management in Entrepreneurship

**Offered Through:** Division of Business Programs

**Formats Available:** ABE – 5 and 8 week

## Purpose

As a component of the College's AAS Capstone Program, the Bachelor of Applied Management in Entrepreneurship is designed to prepare students who have an earned Associate of Applied Science 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, 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 businesses. **(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 (Prereq. ENG 101), CMN 101, MAT 110 (Prereq. C or better in MAT 095 or placement)
  - **Upper-Level General Education Courses (24 hours):** Each of the following courses:
    - Communication:** CMN 303 (prereq. CMN 101) and ENG 302 (Prereq. ENG 102)
    - Humanities:** PHL 302 and PHL 303
    - Social Sciences:** ANT 302 and GEO 301
    - Critical Reasoning and Analytic Methods:** CRT 301 (prereq. Jr/Sr) and CRT 303 (Prereq. 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 (Prereq. MAT 095 or college-level math), BUS 102 (Prereq. C or better in BUS 101), BUS 200, BUS 203, and BUS 205
  - **Business Management Core Courses (12 hours):** Each of the following courses: BUS 301 (Prereq. BUS 101), BUS 306, BUS 314 (Coreq. BUS205), and BUS 410
- Complete minimum of 120 total credit hours with final Lincoln College cumulative GPA 2.5 or above
- Minimum of 30 credit hours at 300 level or above
- Final 30 credit hours completed at Lincoln College

# 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's 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's 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:**

1. Communicate effectively in oral and written forms. **(GELO I)**
2. Responsibly apply information technology literacy skills. **(GELOs IV and V)**
3. Use appropriate methods of scientific reasoning to develop solutions to a variety of problems. **(GELO II)**
4. Articulate how values and social responsibility shape decision-making. **(GELOs IV and V)**
5. Analyze cultural expressions as an effective member of society. **(GELO III)**
6. 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 and ENG 102 (Prereq. ENG 101) with a C or better in each; CMN 101
- **Language and Humanities (9 hours):** Any 3 of the following courses totaling a minimum of 9 hours (Selected courses must come from two different disciplines):  
ART 111, 123, 124, 125; CMN 103, 260; ENG 105, 106, 109, 137, 201, 202, 207, 208; HUM 106, 107, 108, 144; IDS 150, 295, 296; MUS 101, 116, 140, 141, 219; PHL 103, 105, 107; REL 102; SPN 101, 102; THE 105, 106  
*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), 130, 208(L).  
**Physical Sciences:** CHM 101(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, 107, 108, 110, 119, 120 (Prereq. C or better in MAT 119), 123 (prereq. C or better MAT 119), 125 (prereq. C or better MAT 119), 130 (prereq. C or better MAT 125), 231 (prereq. C or better MAT 130), or 232 (prereq. 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 (9 hours):** Any 3 of the following courses totaling a minimum of 9 hours (Selected courses must come from two different disciplines): ECO 107, 108; HIS 101, 102, 121, 122, 129, 205; POS 101, 102; PSY 101, 203, 204, 207, 208; SOC 101, 202, 203  
*Note: Please see course descriptions in this catalog for specific prerequisites to some of the above courses.*
- **Physical Education (2 hours):** (Must take at least 1 activity class with a varsity sport): PER Activity, Varsity Athletics, HEL 101, Dance
- **Electives (21 hours)**

# Associate of Science in General Studies

## Associate of Science Degree Requirements:

Successful completion of the Associate in Science Curriculum **(61 hours)** distributed as follows:

- **Communications (9 hours):** Each of the following courses totaling a minimum of 9 hours:  
ENG 101 and ENG 102 (Prereq. ENG 101) with a C or better in each; CMN 101
- **Language and Humanities (9 hours):** Any 3 of the following courses totaling a minimum of 9 hours (Selected courses must come from two different disciplines):  
ART 111, 123, 124, 125; CMN 103, 260; ENG 105, 106, 109, 137, 201, 202, 207, 208; HUM 106, 107, 108, 144; IDS 150, 295, 296; MUS 101, 116, 140, 141, 219; PHL 103, 105, 107; REL 102; SPN 101, 102; THE 105, 106  
*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), 130, 208(L).  
**Physical Sciences:** CHM 101(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, 107, 108, 110, 119, 120 (Prereq. C or better in MAT 119), 123 (prereq. C or better MAT 119), 125 (prereq. C or better MAT 119), 130 (prereq. C or better MAT 125), 231 (prereq. C or better MAT 130), or 232 (prereq. 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 (9 hours):** Any 3 of the following courses totaling a minimum of 9 hours (Selected courses must come from two different disciplines): ECO 107, 108; HIS 101, 102, 121, 122, 129, 205; POS 101, 102; PSY 101, 203, 204, 207, 208; SOC 101, 202, 203  
*Note: Please see course descriptions in this catalog for specific prerequisites to some of the above courses.*
- **Electives (21 hours)**

## Associate of Science - Pre-Nursing Plan of Study

### Purpose

The goal of the Pre-Nursing programs at Lincoln College is to support the student's successful transfer to a nursing school of their choice. All nursing schools are seeking candidates with both (1) a set of the institution's required prerequisite courses and (2) a strong overall grade point average (nursing schools do not typically require a specific Associate of Science or Associate of Arts degree). However, nursing schools 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 nursing school.

### Associate of Science Pre-Nursing Plan Requirements:

Successful completion of the Associate in Science Curriculum **(61 hours) distributed as follows:**

- **Communications (9 hours):** Each of the following courses totaling a minimum of 9 hours: ENG 101 and ENG 102 (Prereq. ENG 101) with a C or better in each; CMN 101
- **Language and Humanities (9 hours):** Must come from at least two different areas: Fine Arts, Humanities, Fine Arts/Humanities.

*Note: Many nursing schools recommend or require a PHL course as a humanities course – but students should consult with their intended nursing school for any specific course(s) which is/are required.*

- **Mathematics (6-8 hours):** Student should consult with intended nursing school

*Note: Many nursing schools recommend or MAT 110 (Elementary Statistics) - but students should consult with their intended nursing school for any specific course(s) which is/are required.*

- **Natural Sciences (20 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), 130, 208(L).  
**Physical Sciences:** CHM 101(L); GEL 101(L), 102; GEO 101, 102(L)

- **Social Sciences (9 hours):** Any 3 of the following courses totaling a minimum of 9 hours (Selected courses must come from two different disciplines): ECO 107, 108; HIS 101, 102, 121, 122, 129, 205; POS 101, 102; PSY 101, 203, 204, 207, 208; SOC 101, 202, 203

*Note: Please see course descriptions in this catalog for specific prerequisites to some of the above courses.*

- **Electives (21 hours)**
  - **Required Courses in the Program (20 hours):** BIO 102, BIO 107 (prereq. BIO 102), BIO 108 (prereq. BIO 107), BIO 208 (prereq. BIO 102), CHM 101
  - **Elective Courses (8 hours):** Student should consult with intended nursing school.

# 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.

- **NOTE:** ENG100 is a basic course which counts toward the electives portion of Lincoln College degrees but is typically not accepted as fulfillment of departmental requirements and is generally not transferable to other institutions of higher education.

### (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 pre-requisites 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.

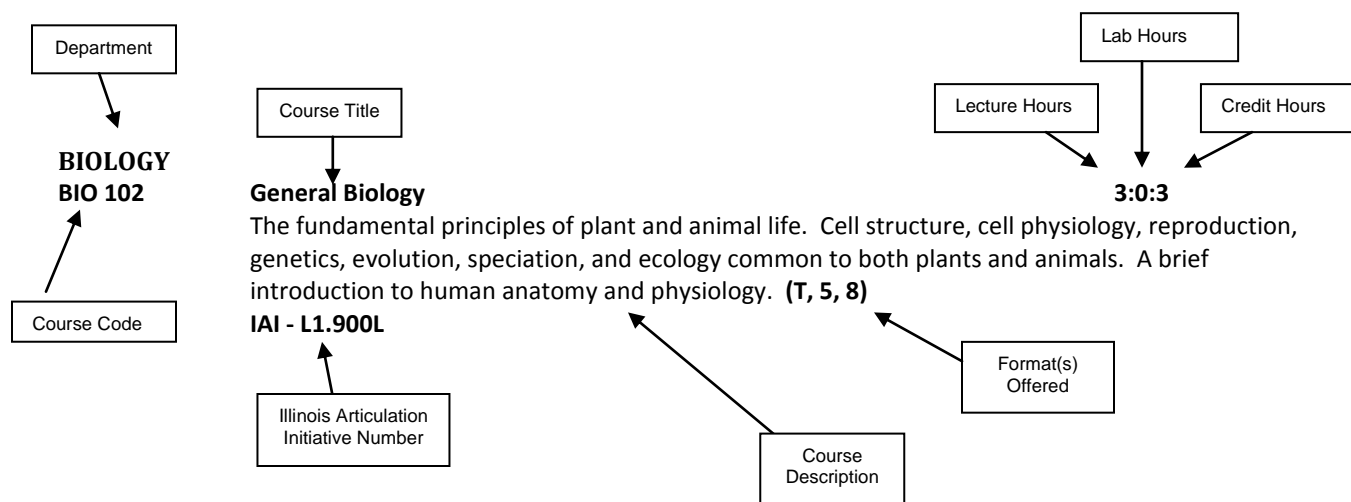
- **Prerequisite Courses (Prereq.):** A course or requirement which must be successfully completed **prior** to enrolling in a subsequent course(s). Pre-requisite courses may not be waived or substituted without a legitimate rationale as determined by all of the following: the instructor, the division chair/lead faculty, and the Dean of Assessment and Academic Planning.

- **Co-requisite Courses (Coreq.):** Any course(s) which may be taken concurrently or prior to enrollment in another course(s). No prerequisite may be treated as a co-requisite.
- **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.

## 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

## ACES Access

### AGR 105 Introduction to Animal Sciences

3:2:4

Survey of beef and dairy cattle, companion animals, horses, poultry, sheep, and swine. Includes the importance of product technology and the basic principles of nutrition, genetics, physiology, and behavior as they apply to breeding, selection, feeding, and management. Lecture and lab. Corequisite: college-level MAT, ENG, and RED; minimum of 2.5 GPA; or Permission of the ACES Program Director **(T)**

### AGR 107 Introduction to Crop Sciences

3:2:4

Introductory course covering principles of growth, production, protection, and improvement of crop plants. Topics covered include form, function, and uses of crops; mechanisms and factors responsible for plant growth and development; crop pests and pest protection; specific crops, and advances in crop production. Concepts are discussed in lecture and reinforced in corresponding hands-on laboratory sections. Corequisite: college-level MAT, ENG, and RED; minimum of 2.5 GPA; or Permission of the ACES Program Director **(T)**

### AGR 110 Introduction to Horticultural Sciences

3:0:3

Basic principles of plant growth and development as they apply to the production, marketing, and utilization of fruits, vegetables, and ornamental plants. Corequisite: college-level MAT, ENG, and RED; minimum of 2.5 GPA; or Permission of the ACES Program Director. **(T)**

### AGR 112 Introduction to Soil Sciences

3:2:4

The Introduction to Soil Science course is designed to provide a comprehensive treatment of the basic principles of soils as they exist and interact in the environment. The course emphasizes soil as a natural body in nature; its formation, classification, chemical, and physical properties. Students develop an understanding of the mechanisms that control soil processes and properties. Whenever necessary, students are reintroduced to the relevant science and then shown how to apply these concepts to soils. Introductory Soils is designed to be equally useful to the non-agricultural production students, including those studying plant science, ecology, and environmental science, and to students in curricula such as agronomy, crop science, soil science, horticulture, and forestry. Corequisite: college-level MAT, ENG, and RED; minimum of 2.5 GPA; or Permission of the ACES Program Director. **(T)**

## 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 103 Ceramics I

3:0:3

The focus for this course will be on possibilities and limitations of clay as well as techniques and use of tools. Other areas of focus include designing and making pottery using coil, slab, and wheel techniques; decorating by slip, underglaze, sgraffito, incising, and embossing; preparing simple glazes setting and firing kilns. Studio fee. **(T)**

### ART 104 Ceramics II

3:0:3

The focus for this course will be on possibilities and limitations of clay as well as techniques and use of tools. Other areas of focus include designing and making pottery using coil, slab, and wheel techniques; decorating by slip, underglaze, sgraffito, incising, and embossing; preparing simple glazes setting and

firing kilns. Studio fee. Prerequisite: ART 103. **(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. **IAI-F.900 (T, 5, 8)**

**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)**

**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. **IAI-F2.902 (T)**

**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.) **IAI-F2.902 (T)**

**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 203 Ceramics III 3:0:3**

The focus for this course will be on possibilities and limitations of clay as well as techniques and use of tools. Other areas of focus include designing and making pottery using coil, slab, and wheel techniques; decorating by slip, underglaze, sgraffito, incising, and embossing; preparing simple glazes setting and firing kilns. Studio fee. Prerequisite: ART 104 **(T)**

**ART 204 Ceramics IV 3:0:3**

The focus for this course will be on possibilities and limitations of clay as well as techniques and use of tools. Other areas of focus include designing and making pottery using coil, slab, and wheel techniques; decorating by slip, underglaze, sgraffito, incising, and embossing; preparing simple glazes setting and firing kilns. Studio fee. Prerequisite: ART 203. **(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. Prereq. Junior/Senior Standing **(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. **IAI-L1.900 (T, 5, 8)**
- BIO 102 General Biology** **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. **IAI-L1.910L (T, 5, 8)**
- BIO 103 General Zoology** **3:2:4**  
This course presents a survey of the animals from protozoa through the chordates. Representatives from each group will be studied with regard to morphology, physiology, and ecology. Laboratory scientific inquiry will emphasize the study of anatomy and physiology in biology using animals as the type of organism. **IAI-L1.910L (T)**
- BIO 104 General Botany** **3:2:4**  
This course is an introduction to the study of generalized plant morphology and physiology and a survey of the plant kingdom. Representatives from each major group are studied with regard to taxonomic criteria and ecology. **IAI-L1.910L (T)**

**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. **IAI-L1.905L (T)**

**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 102. **(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 130 Introduction to Evolution (Non-Lab) (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. **IAI-L1.907 (5,8)**

**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: BIO 102 **(T)**

**BIO 301 The American Environment (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. Prereq. BIO 101/ BIO 102 or BIO 106 or equivalent **(5, 8)**

**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)**

**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. Prereq. C or better in BUS 101. **(T, 5, 8)**

<b>BUS 105</b>	<b>Introduction to Business (3)</b> 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. <b>(T)</b>	<b>3:0:3</b>
<b>BUS 166</b>	<b>Management Information Systems</b> 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. <b>(T, 5, 8)</b>	<b>3:0:3</b>
<b>BUS 200</b>	<b>Small Business Management</b> 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. <b>(5, 8)</b>	<b>3:0:3</b>
<b>BUS 203</b>	<b>Principles of Marketing</b> 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. <b>(T, 5, 8)</b>	<b>3:0:3</b>
<b>BUS 205</b>	<b>Principles of Management</b> 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. <b>(T, 5, 8)</b>	<b>3:0:3</b>
<b>BUS 241</b>	<b>Principles of Retailing</b> 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. <b>(T)</b>	<b>3:0:3</b>
<b>BUS 242</b>	<b>Principles of Advertising</b> 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. <b>(T)</b>	<b>3:0:3</b>
<b>BUS 301</b>	<b>Principles of Finance</b> Course introduces the operations, mechanics, and structure of financial systems. Financial analysis, working capital investment, capital budgeting, and valuation emphasized. Prereq. BUS 101 <b>(T, 5, 8)</b>	<b>3:0:3</b>
<b>BUS 302</b>	<b>Cost Accounting</b> 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. Prereq. BUS 102. Recommended: BUS 166 <b>(5, 8)</b>	<b>3:0:3</b>
<b>BUS 304</b>	<b>Fund Accounting</b> 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. Prereq. BUS 101. Recommended: BUS 166. <b>(5,8)</b>	<b>3:0:3</b>

<b>BUS 306</b>	<b>Business Law I</b> This course provides an overview of business law and the legal environment of business, including contracts, agency, commercial paper, bailment, and personal property. (T, 5, 8)	<b>3:0:3</b>
<b>BUS 307</b>	<b>Business Law II</b> This course focuses on sales, partnerships, corporations, real property, insurance, bankruptcy, wills and estates, and the Uniform Commercial Code. (T, 5, 8)	<b>3:0:3</b>
<b>BUS 310</b>	<b>Operations Management</b> 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. Prereq. MAT 119 and MAT 120 and Junior/Senior Standing; Coreq. BUS 205 (T, 5, 8)	<b>3:0:3</b>
<b>BUS 313</b>	<b>International Business</b> 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. (T, 5, 8)	<b>3:0:3</b>
<b>BUS 314</b>	<b>Human Resource Management</b> 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. Coreq.: BUS 205 (T, 5, 8)	<b>3:0:3</b>
<b>BUS 315</b>	<b>International Finance</b> 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. Prereq. BUS 101 and BUS 301 (T, 5, 8)	<b>3:0:3</b>
<b>BUS 316</b>	<b>Workforce Diversity</b> 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. (T, 5, 8)	<b>3:0:3</b>
<b>BUS 318</b>	<b>Organizational Behavior and Theory</b> 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. Coreq. BUS 205 (T, 5, 8)	<b>3:0:3</b>
<b>BUS 321</b>	<b>Quantitative Analysis for Business</b> This course uses both qualitative and quantitative factors in making business decisions. Scientific approaches to making managerial decisions are discussed and applied. Prereq. MAT 110 and MAT 120, Junior/Senior standing. (T, 5, 8)	<b>3:0:3</b>
<b>BUS 410</b>	<b>Business Ethics</b> 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. Prereq. Junior/Senior standing (T, 5, 8)	<b>3:0:3</b>

- BUS 412 Organizational Leadership 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. Prereq. BUS 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. Prereq. 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. Prereq. permission of BBA Program Director. (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. Prereq. 90 hours required before registration and permission of Division Chair of Business. (T, 5, 8)
- BUS 492 Individualized Study/Readings in Management 0:0:1-3**  
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. Prereq. senior standing and permission of Business Division Chair. (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. Prereq. 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. IAI-P1.902L (T)
- CHM 140 General Chemistry I (formerly CHM 200) 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: High School Chemistry or C or

better in CHM 101; Completion of or concurrent enrollment in MAT 119 or higher-level mathematics placement. **IAI - P1.902L (T)**

- CHM 141 General Chemistry II (formerly CHM 201) 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. **(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. **IAI - C2.900 (T, 5, 8)**
- CMN 103 Oral Interpretation (Formerly SPE 103) 3:0:3**  
This course focuses on the study of literature through analysis and performance. Individual and group performances of poetry, prose, and drama are included. **(T)**
- 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 110 Radio Performance I (Formerly BRC 110 Broadcasting Activity I) 0:0:1**  
This activity course is for students who successfully complete one semester of involvement at the campus radio station, WLNK-FM. **(T)**
- CMN 111 Radio Performance II (Formerly BRC 111 Broadcasting Activity II) 0:0:1**  
This activity course is for students who successfully complete their second semester of involvement at the campus radio station, WLNK-FM. Prerequisite: CMN 110. **(T)**
- CMN 113 Radio Performance III (Formerly BRC 113 Broadcasting Activity III) 0:0:1**  
This activity course is for students who successfully complete their third semester of involvement at the campus radio station, WLNK-FM. Prerequisite: CMN 111. **(T)**
- CMN 125 Introduction to Radio 3:0:3**  
This course examines radio broadcasting practices and principles of the radio industry, including, but not limited to, the history of radio broadcasting in the United States, basic principles of radio broadcasting on-air and off-air production, audience measurement, programming philosophies and strategies, and radio format conceptualization and execution. **(T)**
- 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. **IAI-MC.911 (T)**
- CMN 131 Radio Performance IV 0:0:1**  
This activity course is for students who successfully complete their fourth semester of involvement at the campus radio station, WLNK-FM. Prerequisite: CMN 113. **(T)**

- CMN 135 Electronic Media Writing (MC 917) 3:0:3**  
This course emphasizes writing for visual and audio presentations, including continuity, commercials, public service announcements, news, and special events. **(T)**
- CMN 191 Radio Practicum: Announcing 0:0:1**  
Practicum course to reinforce broadcast announcing skills by working on the air at WLNK-FM. **(T)**
- CMN 192 Radio Practicum: News/Public Affairs 0:0:1**  
Practicum course to reinforce broadcast news/public affairs skills by working on the air at WLNK-FM. **(T)**
- CMN 193 Radio Practicum: Production/Copywriting 0:0:1**  
Practicum course to reinforce production and broadcast writing skills by working at WLNK-FM. **(T)**
- CMN 194 Television/Interactive Practicum: On Camera Performance 0:0:1**  
Practicum course to reinforce on camera skills by working at LCTV. **(T)**
- CMN 195 Television/Interactive Practicum: Technician/Production 0:0:1**  
Practicum course to reinforce production and technician skills by working at LCTV. **(T)**
- CMN 196 Television/Interactive Practicum: Field/Post Production/Editing 0:0:1**  
Practicum course to reinforce field production, post production, and editing skills by working at LCTV. **(T)**
- CMN 227 Audio Production (MC 915) (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)**
- CMN 247 Video Production I 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)**
- 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. **(T, 5, 8)**
- CMN 291 Broadcast Practicum 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 301 Communication Theory 3:0:3**  
Study of the theories, history, economics, audiences, and regulations of the major forms of mass media, including newspapers, magazines, motion pictures, radio, television, and new electronic communications. Focus on understanding the roles of mass media and their effects on society and the individual. **(5, 8)**
- 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. **(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. Prereq. CMN 101 **(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 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. Prerequisite: CMN 130 **(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 20<sup>th</sup> 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 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 332 **(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 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 WLNK-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)**

## 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 115 Business Applications for the Microcomputer (BUS 902)** **3:0:3**  
 This course is designed for students majoring in business. It is an in-depth introduction to the methods and techniques of Microsoft Office products that include Word, Excel, Access, PowerPoint, and Internet access methods. This course is designed to expose students to practical examples of the computer as a useful tool. The course includes an introduction to computers that covers essential computer hardware and software concepts. Basic information management systems and operating systems are reviewed. **(T, 5, 8)**
- 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)**
- 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. **(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. **(T, 5, 8)**

<b>CJS 240</b>	<b>Criminal Law I</b> 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. <b>(T, 5, 8)</b>	<b>3:0:3</b>
<b>CJS 262</b>	<b>Fundamentals of Criminal Investigation</b> The course examines the role of criminal investigator's 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 108. <b>(T, 5, 8)</b>	<b>3:0:3</b>
<b>CJS 280</b>	<b>Juvenile Justice</b> 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. <b>(T, 5, 8)</b>	<b>3:0:3</b>
<b>CJS 292</b>	<b>Special Topics in Criminal Justice I</b> 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 are different, but no more than 12 hours combination of CJS 292 and CJS 492 is allowed. <b>(T, 5, 8)</b>	<b>3:0:3</b>
<b>CJS320</b>	<b>Women in Criminal Justice</b> 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 include both historical and contemporary exploration of the theoretical and applied nature of each role. <b>(T, 5, 8)</b>	<b>3:0:3</b>
<b>CJS 325</b>	<b>Corrections II (formerly CJS 420)</b> 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 <b>(T, 5, 8)</b>	<b>3:0:3</b>
<b>CJS 346</b>	<b>Criminal Law II</b> 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. <b>(T, 5, 8)</b>	<b>3:0:3</b>
<b>CJS 350</b>	<b>Criminology</b> 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. Prerequisite C or better in CJS 108.	<b>3:0:3</b>
<b>CJS 353</b>	<b>Research Methods in Criminal Justice (course cross-listed with CRT 303)</b> An examination of a variety of qualitative and quantitative research methods frequently used in criminal justice. 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 is a requirement of the course. Prereq. Grade of C or better in MAT 110. <b>(T, 5, 8)</b>	<b>3:0:3</b>

- 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. (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 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 and PYS 101. (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 CJS 442 or concurrent enrollment; 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. Prereq. CJS major, C or better in CJS 353/CRT 303, 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. Prereq. 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, but no more than 12 credit hours combination of independent study courses in CJS can be used to satisfy the degree requirements for the B.S. degree. Permission of CJS Director 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 303 Research Methods 3:0:3**  
 An examination of a variety of qualitative and quantitative research methods. Emphasizes strengths and weaknesses of each method and provides an understanding of when each method is best used. The development of a research proposal is a requirement of the course. Prerequisite: Grade of C or better in MAT 110. **(T, 5, 8)**

## 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. At least two years of high school algebra or equivalent placement (MAT 095 or higher) is recommended. **IAI - S3.901 (T, 5, 8)**
- 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: ECO 107 **IAI - S3.902 (T, 5, 8)**
- 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. **(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 100 Writing Fundamentals 3:0:3**  
English 100 is intended to strengthen students' critical reading and writing skills and further prepare them for college writing. **(T, 5, 8)**
- 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 100 or placement exam.  
**IAI - CI.900 (T, 5, 8)**
- 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. **IAI - CI.901 (T, 5, 8)**
- 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. Prerequisite: ENG 101 or concurrent enrollment. **IAI - H3.900 (T, 5, 8)**
- 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. Prerequisite: ENG 101 or concurrent enrollment. **IAI - H3.908N (T, 5, 8)**
- 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.  
**IAI – H3.911D (T)**
- 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 literacy meaning, form, and value. Prerequisite: ENG 101 or concurrent enrollment. **(T, 5, 8)**
- 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. Prerequisite: ENG 101 or concurrent enrollment. **IAI - H3.914 (T, 5, 8)**
- 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. Prerequisite: ENG 101 or concurrent enrollment. **IAI - H3.915 (T, 5, 8)**
- ENG 203 Introduction to Technical Writing 3:0:3**  
This course concerns various types of writing, such as correspondence, memos, reports, instructions, proposals, visual data, resumes, and a longer text. Editing manuscripts is a component of the course. Prerequisite: ENG 101 and/or ENG 102. **(T)**

- 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. Prerequisite: ENG 101 or concurrent enrollment. **IAI-H3.912 (T)**
- 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. Prerequisite: ENG 101 or concurrent enrollment. **IAI-H3.913 (T)**
- 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 302 Professional Writing 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: ENG 102 **(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. **(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)**

## **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)**
- 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.

- RED 099 College Reading (Does not count toward College Credit) 3:0:3**  
A course designed to help students gain the skills necessary for efficient reading of college assignments. This class focuses on vocabulary, comprehension, flexibility, retention rate, and study skills. Students placing into RED 099 must earn a C or better in the course to complete this requirement. **(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. **IAI - P1.909 (T, 5, 8)**
- 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. **IAI – P1.909L (T, 5, 8)**
- 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. **IAI - P1.907L (T, 5, 8)**
- 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)**

## **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. Prereq. 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. Prereq. 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, patients-physicians 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 (Prereq: 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. **IAI - S2.902 (T, 5, 8)**
- HIS 102 Western Civilization II 3:0:3**  
This course is a continuation of History 101 from Louis XIV to the present. **IAI - S2.903 (T, 5, 8)**
- HIS 121 United States History I 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. **IAI - S2.900 (T, 5, 8)**
- HIS 122 United States History II 3:0:3**  
This course is a continuation of History 121 from the Civil War to the present. **IAI - S2.901 (T, 5, 8)**
- 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 20<sup>th</sup> 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 3:0:3**  
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. **(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. Prerequisite: ENG 101 or concurrent enrollment. **IAI – H9.900 (T)**
- 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. Prereq. ENG 101 or concurrent enrollment. **IAI -**

**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 15<sup>th</sup> through 20<sup>th</sup> century cultures. Prereq. ENG 101 or concurrent enrollment. **IAI - H9.900 (T, 5, 8)**

**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. Prerequisite: ENG 101 or concurrent enrollment. **(T)**

**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. **(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 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. Prerequisite: ENG 101 or concurrent enrollment. **IAI - H9.901 (T)**

**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. Prerequisites: CMN 101, ENG 102, any 3 credits of HIS **(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. Prereq. 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 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 095 or placement. IAI – M1.904 (T)

### **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. Mathematics placement of grade of C or better in MAT 107. IAI – M1.903 (T)

### **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 095 or placement. IAI – M1.902 (T, 5, 8)

### **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. Mathematics placement or grade of C or better in MAT 119. **IAI – M1.906 (T, 5, 8)**

**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. Mathematics placement or grade of C or better in MAT 119. **IAI-M1.900-B (T)**

**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. 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. **IAI – M1.900-1 (T)**

**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. **IAI – M1.900-2 (T)**

**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. **IAI – M1.900-3 (T)**

## **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. **(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. **(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 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. **(T)**
- MUS 110 Lincoln College Chorale II 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. Prerequisite: MUS 109. **(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. **IAI – F1.900 (T, 5, 8)**
- 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 Jazz Ensemble I 1:0:1**  
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. **(T)**
- MUS 139 Jazz Ensemble II 1:0:1**  
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 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 I 4:0:4**  
The four courses, each one a 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, ear training, keyboard, sight-singing, part writing, analysis of literature, and composition. Each course will build on the preceding work and expand the general music knowledge of the student. **(T)**

- MUS 142 Music Theory II** **4:0:4**  
The four courses, each one a 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, ear training, keyboard, sight-singing, 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 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. (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. Prerequisite: MUS 146. (T)
- MUS 148 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. Prerequisite: MUS 147. (T)
- MUS 149 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. Prerequisite: MUS 148. (T)
- MUS 151 Jazz Combo I** **1:0:1**  
This is a smaller instrumental performance group which accompanies the Show Choir. Students in this group will concentrate on smaller group study and performance of contemporary and period music with Show Choir along with smaller "combo" settings. Students may elect this course each semester they are enrolled at Lincoln College. By audition only. (T)
- MUS 152 Jazz Combo II** **1:0:1**  
This is a smaller instrumental performance group which accompanies the Show Choir. Students in this group will concentrate on smaller group study and performance of contemporary and period music with Show Choir along with smaller "combo" settings. Students may elect this course each semester they are enrolled at Lincoln College. By audition only. Prerequisite: MUS 151. (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 209 Lincoln College Chorale III** **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. Prerequisite: MUS 110. **(T)**

- MUS 210 Lincoln College Chorale IV 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. Prerequisite: MUS 209. **(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 219 Music History and Literature I 3:0:3**  
This course, designed as a first course for music majors or for those who are very interested in music and have a good musical background, 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. **(T)**
- MUS 238 Jazz Ensemble III 1:0:1**  
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 139. **(T)**
- MUS 239 Jazz Ensemble IV 1:0:1**  
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 238. **(T)**
- MUS 241 Music Theory III 4:0:4**  
The four courses, each one a 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, ear training, keyboard, sight-singing, 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 4:0:4**  
The four courses, each one a 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, ear training, keyboard, sight-singing, 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 251 Jazz Combo III** **1:0:1**  
 This is a smaller instrumental performance group which accompanies the Show Choir. Students in this group will concentrate on smaller group study and performance of contemporary and period music with Show Choir along with smaller “combo” settings. Students may elect this course each semester they are enrolled at Lincoln College. By audition only. Prerequisite: MUS 152. **(T)**

**MUS 252 Jazz Combo IV** **1:0:1**  
 This is a smaller instrumental performance group which accompanies the Show Choir. Students in this group will concentrate on smaller group study and performance of contemporary and period music with Show Choir along with smaller “combo” settings. Students may elect this course each semester they are enrolled at Lincoln College. By audition only. Prerequisite: MUS 251. **(T)**

**Music / Private Lessons** **1:0:1**  
 Lessons in voice and orchestral instruments (piano, brass, woodwinds, percussion, strings, guitar and organ) 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. Students may elect this course each semester they are enrolled at Lincoln College, but they must be taken in sequential order. Courses are one credit hour each. **(T)**

MUS 120	Private Piano I
MUS 121	Private Piano II
MUS 122	Private Voice I
MUS 123	Private Voice II
MUS 124	Private Brass I
MUS 125	Private Brass II
MUS 126	Private Woodwinds I
MUS 127	Private Woodwinds II
MUS 128	Private Percussion I
MUS 129	Private Percussion II
MUS 132	Private Guitar I
MUS 133	Private Guitar II
MUS 220	Private Piano III
MUS 221	Private Piano IV
MUS 222	Private Voice III
MUS 223	Private Voice IV
MUS 224	Private Brass III
MUS 225	Private Brass IV
MUS 226	Private Woodwinds III
MUS 227	Private Woodwinds IV
MUS 228	Private Percussion III
MUS 229	Private Percussion IV
MUS 232	Private Guitar III
MUS 233	Private Guitar IV
MUS 320	Private Piano V
MUS 321	Private Piano VI
MUS 322	Private Voice V
MUS 323	Private Voice VI
MUS 324	Private Brass V
MUS 325	Private Brass VI
MUS 326	Private Woodwinds V
MUS 327	Private Woodwinds VI
MUS 328	Private Percussion V
MUS 329	Private Percussion VI
MUS 332	Private Guitar V
MUS 333	Private Guitar VI

MUS 420	Private Piano VII
MUS 421	Private Piano VIII
MUS 422	Private Voice VII
MUS 423	Private Voice VIII
MUS 424	Private Brass VII
MUS 425	Private Brass VIII
MUS 426	Private Woodwinds VII
MUS 427	Private Woodwinds VIII
MUS 428	Private Percussion VII
MUS 429	Private Percussion VIII
MUS 432	Private Guitar VII
MUS 433	Private Guitar VIII

*Students pursuing a baccalaureate major in music should consult with the music faculty before selecting a program of study.*

- MUS 307 Jazz Lab** **1:1:0**  
 Practical experience in department productions and weekly sessions covering professional preparation. Topics include auditions, recital preparation, resumes, headshots, portfolios, job searchers, and interviews. Prerequisite: Junior standing or permission from instructor. **(T)**
- MUS 308 Jazz Lab** **1:1:0**  
 Practical experience in department productions and weekly sessions covering professional preparation. Topics include auditions, recital preparation, resumes, headshots, portfolios, job searchers, and interviews. Prerequisite: Junior standing or permission from instructor. **(T)**
- MUS 407 Jazz Lab** **1:1:0**  
 Practical experience in department productions and weekly sessions covering professional preparation. Topics include auditions, recital preparation, resumes, headshots, portfolios, job searchers, and interviews. Prerequisite: Junior standing or permission from instructor. **(T)**
- MUS 408 Jazz Lab** **1:1:0**  
 Practical experience in department productions and weekly sessions covering professional preparation. Topics include auditions, recital preparation, resumes, headshots, portfolios, job searchers, and interviews. Prerequisite: Junior standing or permission from instructor. **(T)**
- MUS 319 Jazz History I** **3:0:3**  
 The stylistic evolution of Jazz from its origins to 1945, examined within its American cultural context. Traces its historical development from early Combo Jazz through the Swing era to the development of Bebop. **(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 Harmony 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 351 Advanced Jazz Combo** **2:0:2**  
This is a smaller instrumental performance group consisting of advanced musicians. These selected students will focus on improvisation and listening skills of the highest level. Students may elect this course each semester they are enrolled at Lincoln College. By audition only. Prerequisite: MUS 252. **(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: By permission of the instructor. **(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: By permission of the instructor. **(T)**
- MUS 391 Junior Recital** **1:1:0**  
All music majors must complete a junior recital to fulfill their degree requirements. Jazz studies majors will perform advanced repertoire from Jazz standards and contemporary music. Ensemble and combo arrangements are acceptable but limited to 1 or 2 per recital. Literature will be selected by the student with assistance from their private lesson instructor. **(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 Harmony 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 461 Jazz Instrument Techniques II** **3:0:3**  
A study of the performance techniques of the jazz brass and woodwind sections. Instruments include the following: the saxophone family, trombone, and trumpet. Students study teaching techniques appropriate for the instruction of the instruments at various levels. Prerequisite: MUS 351. **(T)**
- MUS 491 Senior Recital** **1:1:0**  
All music majors must complete a junior recital to fulfill their degree requirements. Jazz studies majors will perform advanced repertoire from Jazz standards and contemporary music. Ensemble and combo arrangements are acceptable but limited to 1 or 2 per recital. Literature will be selected by the student

with assistance from their private lesson instructor. (T)

## **ORGANIZATIONAL LEADERSHIP**

### **ORL 201 Foundations of 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 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. (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. Prereq. ORL 401 and BUS 412. Course must be taken in the student's final semester. (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. IAI - H4.900 (T, 5, 8)

### **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. IAI - H4.906 (T, 5, 8)

### **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. IAI - H4.904 (T, 5, 8)

### **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. (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. (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)
- PHO 181 Applied Photography I 1:0:1**  
This is a continuation of basic black and white photography as an art form. Students are presented with visual assignments that are an extension of basic photography. Critical analysis, historic examples, and aesthetic issues are covered in this class. Prerequisite: PHO 171. (T)
- PHO 182 Applied Photography II 1:0:1**  
This is a continuation of basic black and white photography as an art form. Students are presented with visual assignments that are an extension of basic photography. Critical analysis, historic examples, and aesthetic issues are covered in this class. Prerequisite: PHO 181. (T)
- PHO 281 Applied Photography III 1:0:1**  
This course is designed as further exploration of photographic materials and techniques and applying them to problems of contemporary aesthetic expression. Prerequisite: PHO 181 and 182. (T)
- PHO 282 Applied Photography IV 1:0:1**  
In this course, students prepare a body of related photographs based upon their interest in a particular idea or mode of working. Prerequisite: PHO 281 or permission of instructor. (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. (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

**Physical Education Varsity Athletics****1:0:1**

Credit is granted for participation in intercollegiate varsity athletics. A student may earn one semester hour of credit per semester for such participation. One credit earned in this manner may apply toward degree requirements while all others will be counted as electives.

PER 113	Varsity Sports Conditioning I
PER 114	Varsity Sports Conditioning II
PER 115	Varsity Sports Conditioning III
PER 116	Varsity Sports Conditioning IV
PER 200	Varsity Golf I
PER 201	Varsity Golf II
PER 202	Varsity Golf III
PER 203	Varsity Golf IV
PER 204	Varsity Cross Country I
PER 205	Varsity Cross Country II
PER 206	Varsity Volleyball I
PER 207	Varsity Volleyball II
PER 208	Varsity Soccer I
PER 209	Varsity Soccer II
PER 210	Varsity Soccer III
PER 211	Varsity Soccer IV
PER 212	Varsity Wrestling I
PER 213	Varsity Wrestling II
PER 214	Varsity Wrestling III
PER 215	Varsity Wrestling IV
PER 216	Varsity Softball I
PER 217	Varsity Softball II
PER 218	Varsity Softball III
PER 219	Varsity Softball IV
PER 220	Varsity Spiritleading/Cheerleading I
PER 221	Varsity Spiritleading/Cheerleading II
PER 222	Varsity Spiritleading/Cheerleading III
PER 223	Varsity Spiritleading/Cheerleading IV
PER 224	Varsity Basketball I
PER 225	Varsity Basketball II
PER 226	Varsity Basketball III

PER 227	Varsity Basketball IV
PER 228	Varsity Baseball I
PER 229	Varsity Baseball II
PER 230	Varsity Baseball III
PER 231	Varsity Baseball IV
PER 232	Varsity Swimming I
PER 233	Varsity Swimming II
PER 234	Varsity Swimming III
PER 235	Varsity Swimming IV
PER 243	Varsity Track I
PER 244	Varsity Track II
PER 253	Varsity Track III
PER 254	Varsity Track IV
PER 245	Varsity Volleyball III
PER 246	Varsity Volleyball IV
VAR 212	Varsity Wrestling V
VAR 213	Varsity Wrestling VI
VAR 224	Varsity Basketball V
VAR 225	Varsity Basketball VI

## 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. **IAI - \$5.900 (T, 5, 8)**
- 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. **IAI – \$5.902 (T)**
- 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. Prereq. 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. Prereq. 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. **IAI - \$6.900 (T, 5, 8)**
- 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. **IAI - \$8.900 (T, 5, 8)**
- 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)**
- 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. **IAI-\$6.902 (T, 5, 8)**

## 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. **IAI - H5.904N (T, 5, 8)**

## 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. Prerequisite: CRT 303 and Senior standing. **(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. **(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. **IAI - \$7.900 (T, 5, 8)**
- 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 20<sup>th</sup> century up to the present. Topics may include family, poverty, race, education, health care, and power. **IAI - \$7.901 (T, 5, 8)**
- 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. **IAI - \$7.902 (T, 5, 8)**
- SOC 206 Minority Relations 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)**
- 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. **(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. **(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: SPN 101. **(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)**

## **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. **(T, 8)**

**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, 8)**

**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, 8)**

**SPM 207 Introduction to Health and 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, 8)**

**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, 8)**

**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, 8)**

**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, 8)**

**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. **(T, 8)**

- 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. **(T, 8)**
- 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. **(T, 8)**
- 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. Prerequisite: SPM 201 or concurrent enrollment and BUS 203) **(T, 8)**
- 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. Prerequisite: SPM 201 or concurrent enrollment. **(T, 8)**
- 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. Prerequisite: SPM 201 or concurrent enrollment. **(T, 8)**
- 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. Prerequisite: SPM 201 or concurrent enrollment. **(T, 8)**
- 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. Prerequisite: SPM 201 or concurrent enrollment. **(T, 8)**

- 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. Prerequisite: SPM 201 or concurrent enrollment and Junior/Senior Standing. **(T, 8)**
- SPM 401 Sport Governance 3:0:3**  
 The course examines sport governance so the prospective sport manager understand 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. Prerequisite: SPM 201 or concurrent enrollment and Junior/Senior Standing. **(T, 8)**
- 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. Prerequisite: SPM 201 or concurrent enrollment and Junior/Senior Standing. **(T, 8)**
- 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. Prerequisite: SPM 201 or concurrent enrollment. **(T, 8)**
- 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 **(T, 8)**
- 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. Prerequisite: SPM 201 or concurrent enrollment and Junior/Senior Standing. **(T, 8)**
- 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. Prerequisite: SPM 201 or concurrent enrollment and Junior/Senior Standing. **(T, 8)**

- 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. Prerequisite: SPM 201 or concurrent enrollment and Junior/Senior Standing. **(T, 8)**
- 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, 8)**
- 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. Prerequisite: SPM 201 or concurrent enrollment, Junior/Senior Standing and Program Director Approval. **(T, 8)**

## **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 Introduction to Technical Theatre 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. **IAI – F1.907 (T, 5, 8)**
- 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. **IAI – F1. 908 (T, 5, 8)**
- 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 112 Acting II 3:0:3**  
This course is a continuation of THE 111 and an introduction to analysis, rehearsal, characterization, style, and performance of representative scripts. Prerequisite: THE 111. **(T)**
- THE 204 Stagecraft 3:0:3**  
This is an advanced course dealing specifically with scenery construction. Scene design and drafting techniques are stressed. The student receives practical experience in construction and is expected to participate in the technical productions of college plays. **(T)**
- THE 211 Fundamentals of 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 112. **(T)**
- Theatre/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. **(T)**
- |                |                                |
|----------------|--------------------------------|
| <b>THE 107</b> | <b>Dramatic Activities I</b>   |
| <b>THE 108</b> | <b>Dramatic Activities II</b>  |
| <b>THE 207</b> | <b>Dramatic Activities III</b> |
| <b>THE 208</b> | <b>Dramatic Activities IV</b>  |

<b>THE 305</b>	<b>Theatre History I</b> 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. <b>(T)</b>	<b>3:0:3</b>
<b>THE 306</b>	<b>Theatre History II</b> 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. <b>(T)</b>	<b>3:0:3</b>
<b>THE 307</b>	<b>Theatre Lab I</b> Practical experience in department productions and weekly sessions covering professional preparation. Topics include auditions, resumes, headshots, portfolios, job searchers, and interviews. Prerequisite: Junior standing or permission of instructor. <b>(T)</b>	<b>1:0:1</b>
<b>THE 308</b>	<b>Theatre Lab II</b> Practical experience in department productions and weekly sessions covering professional preparation. Topics include auditions, resumes, headshots, portfolios, job searchers, and interviews. Prerequisite: THE 307 (Lab I). <b>(T)</b>	<b>1:0:1</b>
<b>THE 311</b>	<b>Voice and Diction</b> A continuation of the work begun in Acting II with a focus 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 112 <b>(T)</b>	<b>3:0:3</b>
<b>THE 313</b>	<b>Stage Management</b> 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: Junior/Senior Standing. <b>(T)</b>	<b>3:0:3</b>
<b>THE 345</b>	<b>Costuming and Stage Make-up</b> Fundamentals in design and use of stage theatrical makeup and costumes. Students will execute makeup designs using basic techniques and progressing to more challenging makeup styles. As well as exploration of costume design fundamentals, including costume history, research, play analysis, fabric selection, and construction basics. Prerequisite: Junior or Senior or permission of instructor. <b>(T)</b>	<b>3:0:3</b>
<b>THE 347</b>	<b>Sound Design and Production</b> 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 104 or THE 204. <b>(T)</b>	<b>3:0:3</b>
<b>THE 349</b>	<b>Theatre Management</b> 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. <b>(T)</b>	<b>3:0:3</b>
<b>THE 371</b>	<b>Script Analysis</b> 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 111. <b>(T)</b>	<b>3:0:3</b>
<b>THE 403</b>	<b>Senior Project</b> 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. <b>(T)</b>	<b>3:0:3</b>



<b>THE 407</b>	<b>Theatre Lab III</b> Practical experience in department productions and weekly sessions covering professional preparation. Topics could include auditions, resumes, headshots, portfolios, job searchers, and interviews. Prerequisite: THE 308 (Lab 2). <b>(T)</b>	<b>1:0:1</b>
<b>THE 408</b>	<b>Theatre Lab IV</b> Practical experience in department productions and weekly sessions covering professional preparation. Topics include auditions, resumes, headshots, portfolios, job searchers, and interviews. Prerequisite: THE 407 (Lab 3). <b>(T)</b>	<b>1:0:1</b>
<b>THE 411</b>	<b>Acting Styles</b> 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, 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 112 <b>(T)</b>	<b>3:0:3</b>
<b>THE 413</b>	<b>Advanced Directing</b> Readings in theory, analysis of scripts and practice in directing plays for their oral and visual value as theatre. Each student directs a one-act play intended for public performance. Prerequisite: THE 211. <b>(T)</b>	<b>3:0:3</b>
<b>THE 445</b>	<b>Theatre Design</b> 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: Junior or Senior standing or permission of instructor. <b>(T)</b>	<b>3:0:3</b>
<b>THE 471</b>	<b>Modern Drama and Performance</b> 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: Junior or Senior standing or permission of instructor. <b>(T)</b>	<b>3:0:3</b>
<b>THE 491</b>	<b>Internship</b> Students will work in a theatre setting in a variety of theatrical roles as coordinated through the department. Prerequisite: Permission of instructor. <b>(T)</b>	<b>0:0:3</b>

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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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M.S. Ed., Illinois State University

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M.S., Illinois State University at Urbana-Champaign

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B.A., St. Norbert College

M.A., Mankato State University

**Bridgett Thomas** ..... **Dean of Students**

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B.A., Lincoln College

M.S., Illinois State University

# Full-Time Faculty

**Mary Adams** ..... Associate Professor of English/Humanities

B.A., Illinois State University  
M.A., Illinois State University

**Deb Antoine** ..... Associate Professor of Communication

B.S., Southern Illinois University  
M.A., University of Illinois at Springfield

**Joe Baker** ..... Assistant Professor of Criminal Justice Studies

A.A., College of DuPage  
B.A., Sangamon State University  
M.A., University of Illinois at Springfield

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M.S., Illinois State University

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M.A., Illinois State University

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M.S., University of Maryland  
Ph.D., University of Maryland

Lead Faculty, Criminal Justice Studies

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M.A., Illinois State University

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M.F. A., Illinois State University

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B.S., Eastern Illinois University  
M.S., Eastern Illinois University

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M.A., University of Maine, Orono

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 B.A., University of Illinois at Urbana-Champaign  
 M.B.A., Illinois State University

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 M.A., Western Illinois University

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 A.A., Olney Central College  
 B.A., Eastern Illinois University  
 M.A., Eastern Illinois University

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 B.S., Illinois State University  
 M.S., Illinois State University

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 A.A., Gulf Coast Community College **Coordinator, Pre-Nursing and ACES**  
 B.S., University of West Florida  
 Ph.D, University of Florida

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 A.S., John Wood Community College **Head Men's Basketball Coach**  
 B.S., Indiana University - Purdue University at Fort Wayne  
 M.B.A., Jacksonville University

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 A.S., John A. Logan College  
 B.A., Southern Illinois University Carbondale  
 M.M., Southern Illinois University Carbondale

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 B.A., North Central College **Lead Faculty, Radio, Television, and New Media**  
 M.A., University of Illinois at Springfield

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 B.S., Illinois College  
 M.S., Nova Southeastern University  
 Ph.D., University of Illinois at Urbana-Champaign

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 B.A., Jarvis Christian College  
 M.S., Illinois State University

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B.A., Eureka College	
M.A., University of Illinois at Springfield	
<b>Doug Rosson</b> .....	<b>Assistant Professor of Theatre</b>
B.F. A., University of Texas	<b>Lead Faculty, Theatre</b>
M.F.A, National Theatre Conservatory	
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M.A., St. Louis University	
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B.A., Indiana University	
M.A., Indiana University	
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Ph.D., Purdue University	
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M.S., University of Illinois at Urbana-Champaign	
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B.A., University of South Alabama	
M.A., Morehead State University	
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M.Ed., University of Southern Mississippi	
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B.S., Carroll College	<b>Division Chair - Fine Arts/Communications</b>
M.M.E., VanderCook School of Music	
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M.A., Illinois State University	
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B.A., Webster University	
M.A., University of Illinois at Springfield	

# Professor Emeriti

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**Jim Fulcher** ..... English/Humanities

## Adjunct Faculty

**Sally Aukamp** ..... Dual Credit Instructor of Science

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M.S., Eastern Illinois University

**Chris Baker** ..... Instructor of Philosophy and Logic

B.A., Trinity College

M.A., University of Illinois at Springfield

**Stephanie Deneke** ..... Instructor of Biology

B.S., Iowa State University

D.V.M., Iowa State University

**Lisa Drew** ..... Instructor of Spanish

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M.A., Illinois State University

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B.S., Logan College of Chiropractic

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# Departmental Directory

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<b>Peggy Antoine</b> .....	<b>Assistant Director of Admissions</b>
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B.A., Robert Morris University	
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B.S., University of Illinois at Springfield	
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B.S., Iowa Wesleyan College	
M.S., Western Illinois University	
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B.A., Lincoln Christian College	
<b>Brian Herron</b> .....	<b>Cross Country Coach</b>
B.A., Western Illinois University	
<b>Donna Hutchison</b> .....	<b>Bookstore Manager</b>
<b>Cynthia Kelley</b> .....	<b>Annual Giving Coordinator</b>
A.A., Rio Hondo College	
<b>David Klemm</b> .....	<b>Athletic Director</b>
B.S. Ed., Eastern Illinois University	
M.S., Eastern Illinois University	
<b>Vance Laine</b> .....	<b>Executive Director of Normal Camus and ABE</b>
B.S., Eastern Illinois University	
M.S., Eastern Illinois University	
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B.S., Eastern Illinois University	
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M.A., University of Illinois at Springfield	
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B.S., Eastern Illinois University	
	<b>Sports Information Director</b>

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 B.S., Illinois College

**Ronda Piatt**..... **Director of Buildings and Grounds**  
 A.A.S., Spoon River College  
 B.S., Southern Illinois University Carbondale

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 B.S., Chadron State College  
 M.S., Eastern Washington University

**Sherry Schonauer**..... **Financial Aid Counselor**  
 A.A., Lincoln College  
 B.A., Lincoln College

**Kathy Schoonover** ..... **Database Administrator**

**Kelly Smith** ..... **Director of ABE Faculty**  
 B.A., Illinois State University  
 M.A., Illinois State University

**Kathy Steffens** ..... **Director of Human Resources**  
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 B.A., University of Illinois at Springfield

**Diane Stephenson, R.N.**..... **Director of Health Services**  
 B.S.N, Mennonite College of Nursing/Illinois State University

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 A.A., Belleville Area College  
 B.A., Millikin University  
 M.ED., American College of Education

**Darryl Thomas** ..... **Wrestling Coach/Fitness Center Manager**  
 B.A., University of Illinois at Urbana-Champaign

**Tony Thomas** ..... **Head Baseball Coach/Student Activities Assistant**  
 A.A., Lincoln College  
 B.S., Millikin University

**Christina Xamis** ..... **Director of Public Relations and Media**  
 B.A., University of Missouri  
 M.A., University of Illinois at Springfield

## A

[ABE](#), 27, 28, 29, 32, 46, 47, 48, 49, 61, 72, 76, 77, 82, 84, 89, 100, 110

ABE Appeal for Admission, 32

**ABE Degree-Students**, 27, 30

**ABE Student Admissions Criteria**, 27, 28

**ABE Student Application Materials Requirements**, 27, 29

ABE Student General Admission Requirements, 26, 27, 28

Academic Honors: Traditional Program, 79

Academic Load, 83, 84, 85, 86

Academic Petition, 77

Accelerated Bridge to Education, 17, 46

Acceptance of Prior Learning Credits, 32

**Acceptance of Transfer Credit**, 21

**Accommodation**, 65

*Accreditation*, 11

Administration, 171

ADMISSIONS, 19, 36

Advanced Placement Credit, 73

**Alpha Sigma Lambda (ASL)**, 58

Application, 36, 42, 48

Arranged Basis Course, 88

Articulation of Transfer Credits, 70

Assessment of Student Learning, 96

Associate in Arts, 123

Associate in Science, 123

Associate of Arts, 44, 123

Associate of Science, 123, 124

Associate's Degrees, 94

Attendance, 89

Audited Course, 75

## B

Bachelor of Business Administration: Traditional Program, 116

Bachelor of General Studies, 110

Bachelor of Science, 100, 108, 117, 118

**BACHELOR'S DEGREE**, 102

Bachelor's Degree, Second, 102

Bachelor's Degrees, 94

**Book Rental and Technology Fees Policy**, 47

## C

**Campus Crime Statistics**, 59

Campus Security. See Security

Center for Adult Learning, 12, 46, 48, 61, 77, 84, 89

**Center for Adult Learning/ABE Program Goals**, 12

Challenge by Exams, 74

Change of Major, 95

Choice of Catalog, 95

Class Status, 79

CLEP Credit, 73

**COMPASS Placement Tests**, 70

**Computer Labs: Usage Guidelines**, 67

Core Values, 9

Corequisite Course Definition, 126

Courses: Changing a Course, 82, 85; Course Numbers, 125;

Transferred Courses, 71, 72; Withdrawing from a Course, 86

Credit Refund Policy, 48

Criminal Justice Studies, 108, 109, 110, 111; Traditional Program, 108

## D

DANTES, 73

Declaration of Major, 95

Declaration of Program, 95

**Deferred Payment Agreement**, 48

Degree Seeking Students: Traditional Programs, 19, 26

Delinquent Accounts, 48

Directory, 69

Divisions of the College, 11, 19; **Center for Adult Learning/ABE Description**, 12; **Traditional Program Description**, 11

## E

E2Campus, 60

Enrollment Policies, 68

Expired ABE Applications, 31

## F

Faculty, 117

Faculty, Full Time, 172

FAFSA, 36, 37, 42, 43, 48

Family Educational Rights and Privacy Act (FERPA), 68

**Federal Work-Study Employment**, 42

Fees, 46

FERPA, 68, 71

**Financial Aid**, 37, 42, 43, 44, 46, 48, 50, 69, 102; FAFSA, 42;

Satisfactory Academic Progress, 43

Financial Aid Application Procedures, 42

**Freshman Admission Criteria**, 20, 24

**Freshman Application Material Requirements**, 20, 24

Full-Time Status, 83, 84, 85, 86

## G

**General Criteria of the ABE Program**, 27, 28

General Education, 97, 99, 100, 120, 121; ABE Program

Requirements, 99; Associate Degrees, 100; Illinois Articulation

Initiative, 99; Options, 99; Traditional Program Requirements, 99

**General Information**, 9

General Services, 11

Grade, 43, 74, 75, 76, 108, 109, 111, 113, 116, 117, 118, 120, 121, 138, 140

Grade Changes, 74

Grades, 74; Final Grades, 74; Grade, 74, 76, 86; Grievance Process, 76; Mid-semester Grades, 75

Graduation, 77

Grants, 36

## H

**Health**, 144

Health Services, 59, 60

Health Services Administration, 72, 100, 110, 111, 118, 146

Honesty, 77

## I

**I-20**, 23, 31  
Incomplete Grade, 75, 76  
Independent Study, 88  
**Institutional Student Learning Outcomes**, 96  
**International Student Admission Criteria**, 22, 31  
**International Student Admissions Entrance Examinations**, 22  
**International Student Application Procedure**, 23  
**International Transcripts and Educational Records of Coursework**, 22

## L

Learning Resource Center, 54, 63, 142  
Liberal Arts, 103, 112, 147, 161, 162  
Library Services, 67  
**Lincoln College's Philosophy of Assessment**, 96  
**Lincoln College-Normal Employment**, 42  
Loans, 36

## M

**Mail**, 61  
MAP Awards, 36  
Minor, 109, 112, 114, 115  
Mission Statement, 9

## N

**Non-Degree Seeking Admission Criteria**, 25  
Non-Degree Seeking Student Admissions Requirements, 24  
**Non-Degree Seeking Student Application Material Requirements**, 25  
Non-Discrimination Statement, 13  
**Non-Traditional Student Week (November)**, 58  
Notification of ABE Admissions Decision, 32  
Notification of Admissions Decision, 25

## O

**ODS Services**, 64  
Office of Disability Services, 64  
overload, 84

## P

Part-Time Status, 83, 84, 85, 86  
**Payment Plans**, 47, 48  
Pell Grants, 36  
**Philosophy**, 153  
Placement, 69, 70, 73, 140  
Placement Testing, 69  
**Political Science**, 159  
Prerequisite Definition, 125  
Prior Learning Assessment, 73  
Probation, 139  
PROP, 26, 70

## Q

Quiet study, 64

## R

**Readmission Application Procedure**, 24  
**Registration**, 82, 83, 95; Traditional Programs, 83  
*Research*, 64  
Reserved materials, 64  
Residential Life, 60, 61  
Returning ABE Students, 31

## S

SCHOLARSHIPS, 43  
Security, 59  
**Security Services and Hours**, 59  
Skill Development, 57  
Sport Management, 110, 111, 117, 163, 166  
Standing, 79, 116, 117, 129, 132, 147, 149, 160, 161, 165, 166, 167  
Student Center, 57  
**Student Center**, 60  
Student Employment, 42  
Student Government, 57  
**Student Life**, 60, 61  
Student Organizations, 57  
Substitution, 77  
**Suspension**, 44

## T

*Testing Center*, 64  
**Theatre**, 135  
Title IV Fund Recipients, 44  
Title IV Funds, 50  
**Traditional Academic Programs**, 19, 26, 33, 48, 68, 75, 77, 95  
Transcripts, 71  
Transfer, 20, 22, 30, 70, 71, 72, 75, 99  
**Transfer Student Admission Criteria**, 20  
**Transfer Student Application Material Requirements**, 21  
Tuition, 46, 47, 48  
Tuition Payment Agreement Form, 47  
**Tuition Payment Plan: Deferred Payment Agreement**, 48  
Tuition Payment Plans, 47; **ABE Program**, 48; **Traditional Programs**, 47  
Tutoring, 63

## V

Veterans' Concerns, 45  
Vision, 9

## W

Waiver, 77  
Withdrawal, 49, 75, 86