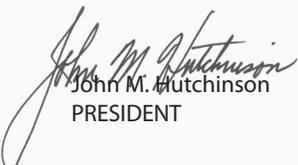


Lincoln College



On behalf of the faculty, staff and students, I welcome you and also congratulate you on the choice you have made to attend Lincoln College, whatever your ultimate goal. Lincoln College is committed to learning and will provide the experiences and support to maximize your potential for success. Both our size and culture insure that you will always be recognized as a valuable individual, and we are ready to help you meet your short-term and long-term educational goals. Our faculty and staff are dedicated to doing everything possible to assure that your time here is enjoyable and beneficial. Please take advantage of all those services designed to help you succeed. We welcome your input on our programs and services to better meet your needs and for those students who will follow you. Best wishes for a satisfying and successful learning experience as you join our college community here at Lincoln College.



John M. Hutchinson
PRESIDENT

History

Lincoln College was established in 1865 to fill the need for an institution of higher learning in central Illinois. Commissioners investigated several sites, and in December, 1864, selected Lincoln, Illinois. On February 6, 1865, a charter for the new university was secured from the Illinois General Assembly. Ground was broken for University Hall, the first College building, just six days later, on Abraham Lincoln's birthday.

By September, 1866, the foundation had been completed and the cornerstone was laid. In November, 1866, instruction for men and women began. The first commencement in 1868 honored three graduates. Thus, Lincoln College took its place among the pioneer educational institutions of Midwest America.

Why Lincoln College?

Lincoln College is a private, two-year, liberal arts college, fully accredited by the North Central Association. In a small, residential campus setting, young men and women begin their college education in an atmosphere that is realistic and supportive.

Lincoln College has long fostered a personal approach to education. It had a tradition of personal education before the concept became universally popular. Its tradition, its guiding mission, the philosophy of its faculty, its student services, and its low teacher-student ratio enable it to provide the important element of individual attention that makes the difference between failure and success for many students. "The mission of Lincoln College is to assist each student in the development and achievement of personal and educational goals and to assure that its degree recipients are liberally educated and personally and academically prepared to succeed."

This mission requires that faculty members play a variety of roles in their relationships with students. Three roles of central importance are:

... to teach

The primary relationship on any college campus is the instructor-student relationship. The Lincoln College faculty attempts, through diligent work and professional expertise, to provide the best possible environment for students to achieve academic success and personal growth. Academic standards are maintained at a level equivalent to other institutions of higher learning, but the instructor's efforts for the student do not end with the mere presentation of subject matter. Being an instructor at Lincoln College means being available for tutoring; it means providing enrichment opportunities for advanced students; it means taking personal interest in the success of each student.

... to advise

Every Lincoln College student is assigned a faculty advisor from his/her area of academic interest or from the faculty at-large if the student is undecided.

The faculty advisor helps orient the advisees to college work, assists them with their scheduling of classes and registration, monitors their academic progress, and is quick to commend them for their successes, counsel them concerning their difficulties, and refer them to faculty members and student services staff for necessary help. These tasks require that advisee files be maintained and that appointments with advisees be routinely scheduled. The faculty advisor must also be thoroughly familiar with the educational programs and academic requirements of the institution. Changes in faculty advisors are made through the Office of the Vice President of Academic Affairs.

... to counsel

Counseling is a function that cannot be confined to a counseling staff nor can it be conducted with equal success by all faculty members. Students will turn to roommates, instructors, advisors, student services personnel, and others for help with their personal problems. Faculty members must be sensitive to the developmental needs of college students. Faculty must lend an understanding ear, offer advice, and provide referrals when necessary.

It is no secret that many colleges have opened their doors to students and then offered little help once the students were inside. Other colleges have been anything but realistic and candid in dealing with the problems that can befall students. Lincoln College knows that students deserve a helping hand, but it must be a firm, realistic helping hand.

Lincoln College does not sell pie-in-the-sky. Lincoln College does not lower academic standards. Lincoln College does provide sophisticated student services, a talented teaching faculty and a

frank approach to student advisement. Lincoln College extends a firm helping hand.

Academic Development Seminar

The Academic Development Seminar (A.D.S.), held during the August pre-session each year, is a non-credit course available to those students whose acceptance to Lincoln College is contingent on successful completion of the seminar. A.D.S. is highly recommended for students whose academic potential has yet to be reached. All students entering Lincoln College with a 15 ACT or below are required to attend and successfully complete the Academic Development Seminar. The primary purpose of A.D.S. is to give students the best head start on college they could get anywhere. A.D.S. is a thorough, rigorous, disciplined intensive program of work on study skills, study habits, writing skills, reading and test taking skills. It is an introduction to the academic disciplines and an orientation to college life. It is a chance to learn the “system,” to meet the college personnel, to become intimately acquainted with college life. It is a great way to break the habits of the past and start new habits to assure success in college.

Academic Writing Seminar

Academic skills are essential to success in college. Studying effectively and thinking critically are everyday college activities. Ineffective writing can sink students academically. Lincoln College offers the Academic Writing Seminar (A.W.S.) for students the week before fall semester starts.

Learn: Writing and speaking skills; Effective library skills; Science lab orientation; Topics, evidence and criteria and how they vary from college humanities to social science courses.

Develop: Effective study techniques; Lab and field orientation; Methods to evaluate social science graphs, charts and maps; Concepts and values in the humanities.

Plus, students are introduced to residential life at Lincoln College with a tour of residence halls, library, cafeteria, and athletic facilities. Students who know their way around campus have an advantage. Students will know how to find the buildings and the people they need to feel more at home on campus when the fall semester begins.

Academic Enrichment Program

Lincoln College requires the Academic Enrichment Program (A.E.P.) of all freshmen whose standardized test scores, high school transcript, and performance on placement examinations indicate a need for academic assistance. This program is designed to improve the fundamental learning skills of writing, reading, arithmetic calculation and oral communication. It also emphasizes study skills and study habits. A.E.P. students must enroll in designated sections of English, College Reading, and Mathematics. Each of these classes meets four days per week and special tutorial support is available. In addition, students complete their schedules with other courses from the curriculum.

Classes designed to improve learning skills are not enough to enhance the possibility of college success for most underprepared students. Since they also need attentive, realistic advisement, A.E.P. students are advised by the College’s faculty. In addition, class attendance is monitored, tutoring is assigned, and the course schedule is strictly regulated.

Office for Disability Services

Students with disabilities wishing to receive disability services need to initiate contact with the Office for Disability Services at the start of each semester. Self-advocacy is a large component of success in college. To become successful, Lincoln College requires students to self-advocate

for themselves to promote their success. All contacts with the Office for Disability Services will remain confidential.

The ACCESS Program

The Lincoln College ACCESS Program is designed to enable students with AD/HD to access and succeed at the college level. It is the intent of the ACCESS Program to provide supportive services from the ODS to promote success for students with AD/HD. Students with AD/HD will better be able to access these supportive services as they will collaborate with the Director of the ODS and access services from individual, private coaches trained to effectively support these students' needs. The 2006-07 ACCESS Program fee is \$3,000.00.

First Year Experience

This required course is taken by all first-time freshmen entering Lincoln College. This course is designed to help the first-time college student through the transition from high school to college. The class is intended to cover topics not only relevant to the classroom transition but also the non-curricular adjustments that all first-year college students will encounter. With the completion of this course all students should be well prepared to be successful students and citizens of the Lincoln College community.

Topics covered in FYE include the following:

- Campus awareness
- Learning styles and strategies
- Alcohol and drug awareness
- Communication skills and conflict management
- Coping, stress and physical/mental health
- Career and transfer options
- Study skills and organization
- Critical and creative thinking
- Gender and diversity issues

After Lincoln College

Lincoln College cannot promise that all its students will succeed. But it feels the students have a better opportunity for legitimate academic success at Lincoln College than anywhere else. About 89% of Lincoln College's Associate degree recipients immediately transfer to a four-year college or university. They do well upon transfer. This is proof that the realistic, no-easy-answer, firm helping hand of Lincoln is successful. Lincoln College is willing to open its doors to a very diverse student body. It is willing to provide assistance for students who do not possess records of past scholastic achievement. It is compelled by conscience to demand much of these students and to be very candid in dealing with them. Helping these students succeed means doing much more than opening the door to them. Lincoln College does much more.

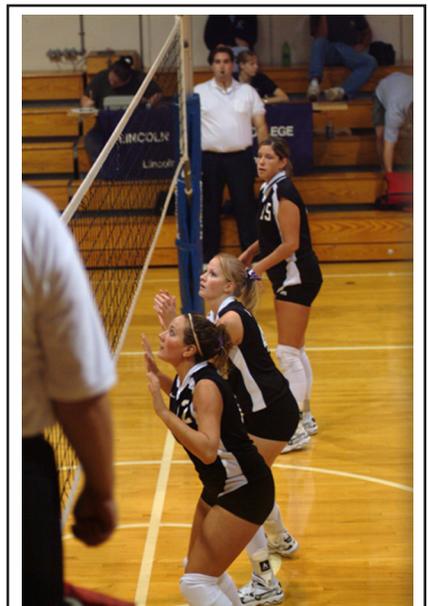
Two + Two and Compact Agreement Programs

Through cooperative programs with Eastern Illinois University, Illinois State University, Southern Illinois University, Western Illinois University, University of Illinois at Springfield and others, Lincoln College students follow specific curriculum choices during their first two years of study which aid in successful transfer to specific majors.

Campus Opportunities



A Lincoln College tradition begins anew each semester with students learning to rub Abe's nose when walking into the Johnston Center for Performing Arts.



Campus Opportunities

Athletics

Nineteen varsity sports are offered at Lincoln College. For men there is baseball, basketball, cross country, diving, golf, soccer, spiritleading, swimming, and wrestling. For women there is basketball, cross country, dance team, diving, golf, soccer, softball, spiritleading, swimming, and volleyball. Students interested in trying out for these teams should contact the respective coaches at the beginning of the school year. Students are admitted as spectators to athletic events by displaying student identification cards.

Counseling Services

The counseling services can assist students with general concerns such as developing educational and career plans, life-style transitions related to education, and personal problems which interfere with progress in school. Several assessment instruments are available through the counseling center which will help clarify a student's interests, values, general abilities, and personality characteristics. Testing is just one variable in the larger process of helping people to understand themselves better and to make educational, career, and personal decisions. All services are confidential and offered without cost.

Fine Arts

Lincoln College has an excellent fine arts curriculum. It also provides abundant opportunities to participate in plays, musical ensembles, dance performances, art shows and literary activities. Students interested in fine arts participation should contact the appropriate personnel in the Fine Arts department.

Participation in fine arts activities and events includes the entire student body. Visiting art shows, attending plays and music recitals, all are tremendous opportunities for learning and for entertainment.

Intramural Athletics

Students enjoy intramural competition in basketball, softball, tennis, touch football, volleyball, water sports, weight lifting and others. Teams are often organized by residence hall floors and many are co-ed. Varsity athletes may not participate in the corresponding intramural sport. Additional sports, tournaments and intramural activities are scheduled as interest dictates.

Nursing

Lincoln College and the Mennonite College of Nursing at Illinois State University in Normal, Illinois, St. John's Hospital in Springfield, Illinois, and St. Francis College of Nursing in Peoria, Illinois have created a cooperative program for students interested in nursing. Any student who completes the prescribed, two-year course of study at Lincoln College with a 2.50 grade point average or better and is recommended by the faculty, may normally expect admission to the Mennonite College of Nursing at Illinois State University, St. John's College of Nursing, or St. Francis College of Nursing as a candidate for the B.S. in Nursing degree.

Skill Development

Students seeking academic assistance will find tutoring and counseling rooms in the McKinstry Memorial Library. Computer and typing labs, classrooms and faculty offices occupy Dooley Hall. To facilitate the learning process, multi-media and audio-visual materials supplement those provided in the classroom. Evening and weekend hours provide many opportunities for

students to make full use of these facilities.

Student Center

Students enjoy recreational activities in the Meyer-Evans Student Center, a 22,000-square-foot, multipurpose facility. A snack bar, TV room, game room and reading room share the building with dining facilities and an alumni room.

Student Government

The Student Senate is the student governing body on 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

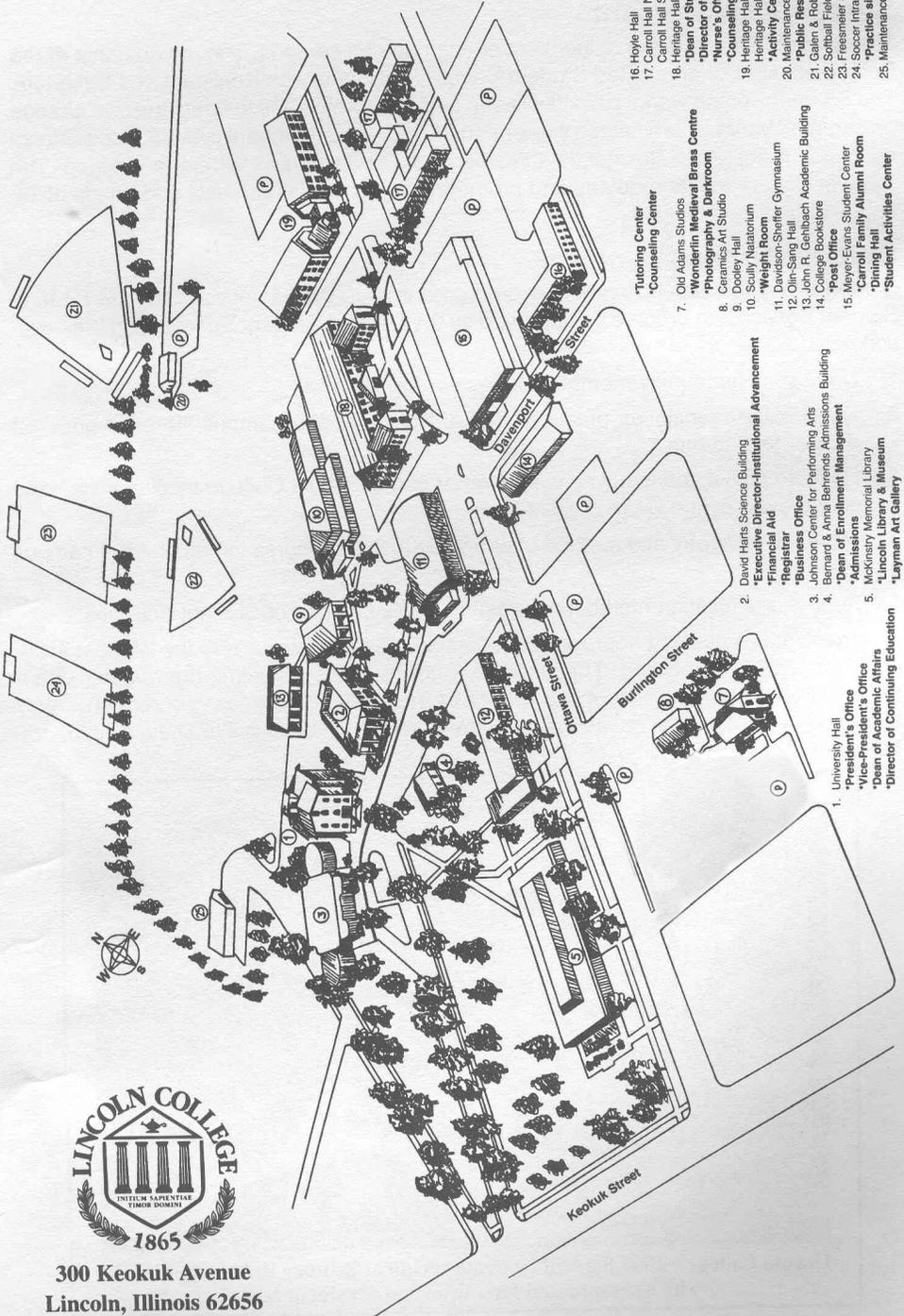
Students may join any college-sponsored organization that is approved by the Vice President of Student Services. In order to be approved by the Vice President of Student Services, an organization must:

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

All organizations seeking approval must complete a form available in the Student Activities Office prior to meeting. The Dean of Student Affairs may limit the number of approved organizations to insure the quality of the student activities program. The only student organization that maintains permanent approval status is Phi Theta Kappa - the honorary scholastic society.



Lincoln College Campus Map



300 Keokuk Avenue
Lincoln, Illinois 62656

- 16. Hoyle Hall
- 17. Carroll Hall North
- Carroll Hall South
- 18. Heritage Hall South
- *Dean of Students
- *Director of Housing
- *Nurse's Office
- 19. Heritage Hall North
- Heritage Hall West
- Heritage Hall East
- *Activity Center
- 20. Maintenance Building
- *Public Restrooms
- 21. Galen & Roberta Shirley Baseball Field
- 22. Sorball Field
- 23. Fresameier Soccer Field
- 24. Soccer Intramural Fields
- *Practice site
- 25. Maintenance Building

- *Tutoring Center
- *Counseling Center
- 7. Old Adams Studios
- *Wonderlin Medieval Brass Centre
- *Photography & Darkroom
- 8. Ceramics Art Studio
- 9. Dooley Hall
- 10. Scully Natatorium
- *Weight Room
- 11. Davidson-Shiffler Gymnasium
- 12. Olin R. Gebbach Academic Building
- 13. College Bookstore
- *Post Office
- 15. Meyer-Evans Student Center
- *Carroll Family Alumni Room
- *Dining Hall
- *Student Activities Center

- 2. David Harts Science Building
- *Executive Director-Institutional Advancement
- *Financial Aid
- *Registrar
- *Business Office
- 3. Johnson Center for Performing Arts
- 4. Bernard & Anna Bernards Admissions Building
- *Dean of Enrollment Management
- *Admissions
- 5. McKinstry Memorial Library
- Lincoln Library Museum
- *Layman Art Gallery

- 1. University Hall
- *President's Office
- *Vice-President's Office
- *Dean of Academic Affairs
- *Director of Continuing Education

Campus Facilities

Lincoln College was established in 1865 and since that time has grown into a 60-acre campus with six instructional buildings, library, swimming pool, gymnasium, performing arts center, student center, art gallery and studio, the Lincoln Museum and Museum of the Presidents, administrative offices, seven residence halls, baseball diamond, softball field, soccer field, intramural field, weight training area, and several supportive/maintenance structures.

The original structure 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 and other administrative officers 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 Lincoln College campus are modern educational facilities. The David H. Harts Science Building provides classroom and laboratory space for the departments of Biology, Physical Science, and Psychology. It also houses the College's development, alumni relations, registrar, financial aid business offices, and the management information system center.

The McKinstry Memorial Library is a multifaceted building. The nationally famed Lincoln College Museum, McKinstry Rare Books Room, and the Museum of the Presidents was recently named as "One of the 10 best Lincoln-related sites in Illinois," by IllinoisNOW! travel magazine. The Museum's vast collection of Lincolniana includes several signatures of Abraham Lincoln, many pieces originally owned by Lincoln such as his books and furnishings, and a large Civil War exhibit. Documents and letters from every President and most First Ladies of the United States are exhibited, as well, and an array of local and Lincoln College history can be viewed. Adjacent to the museum is the library lecture room that offers tiered seating for 63 students. The college library is located in the north wing. Among its holdings are some 40,000 books, hundreds of print and microform periodicals, a special Abraham Lincoln collection, and over 30 Internet-access computers available for research and word processing. The Layman Art Gallery exhibits the works of students and guest artists and is accessible to the public via the library. The upstairs level of the building offers tutoring facilities as well as a resource area that provides a variety of information from over 2,000 colleges and universities across the nation.

The Thomas A. Scully Natatorium features an NCAA-size competitive swimming pool with two Olympic diving boards - one-meter and three-meter. Unique features of the facility include a restricted underwater viewing area adjacent to the diving well and a weight-training room at the rear of the pool area.

The Davidson-Sheffer Gymnasium-Auditorium's facilities include a therapy room, showers, a sauna, and dressing rooms. The bleachers seat 750 persons, and up to 1400 persons 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, women's softball fields, soccer fields, and intramural fields. Galen and Roberta Shirley Field is a diamond with 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.

Johnston Center for the Performing Arts is a complete music and theatre facility, with a seating capacity of 300 persons in a continental arrangement. Also located in the building are general and studio classrooms, including a 83-seat black box theatre, a piano lab, soundproof practice

modules, and the theatre box office. Spacious work areas for scenery design, dressing, and make-up plus exhibit areas make the Johnston Center a complete fine arts facility. A music addition contains classrooms, a music library, a practice room featuring built-in risers, faculty offices, and storage. The most recent addition to the Johnston Center is the West Wing. A state-of-the-art dance floor along with additional space for a computer lab and classrooms adds to the depth of the facility.

The Art Studio houses facilities for the College's art department and includes several kilns plus work areas for ceramics and weaving.

The Adams Visual Arts Building provides classroom and studio facilities for students in drawing, painting, design and photography. It also houses the Wonderlin Medieval Brass Collection and the Centre for Book Arts.

Students enjoy on-campus living in one of seven modern, air-conditioned residence halls. Carroll Hall North and South and Heritage Hall South house 331 men students while Olin-Sang Hall, Heritage Hall North and West and Hoyle Hall provide housing for 280 women students.



The Meyer-Evans Student Center, is a 22,000 square foot multi-purpose facility. Housed within the building are an alumni lounge plus dining and recreational facilities. A snack bar, TV room, game room and reading room make this building the center of student activities.

The John R. Gehlbach Academic Building, opened in the Fall 2000, contains classrooms and faculty offices.

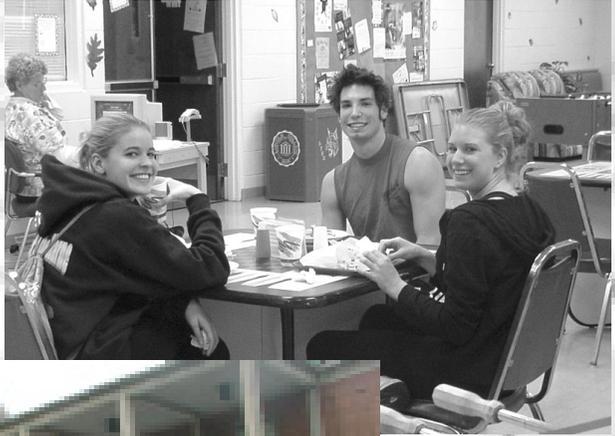
The Lincoln College Bookstore houses the campus bookstore. Text books and supplies for all courses offered at the College are available in the bookstore, as well as various student necessities. Also located in this building is the student mailroom.

The Raymond and Florence Dooley Hall, an academic center containing eight classrooms and six faculty offices, also features four computer labs.

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 wooded campus, outdoor benches, and gardens offer students an attractive setting for an away-from-home living and learning experience.

Admissions and Financial Aid



Admissions

Admissions Requirements

First Time Students: Acceptance to Lincoln College is based on a student's high school record, standardized test scores, a personal interview, and letters of recommendation. Students with an ACT composite score of 16 or better may be admitted without restriction. Those with an ACT composite score of 15 or less may be admitted upon review by the admissions committee. These individuals are required to successfully complete the Academic Development Seminar.

Transfer Students: Students who are transferring to Lincoln College from another college or university may enter the College at the beginning of any semester. If they were on probation at the previous institution and/or maintained less than a 2.00 (4.00 scale) grade point average, they may be admitted to Lincoln College upon review by the admission committee.

International Students: Students for whom English is a second language must take the Test of English as a Foreign Language (TOEFL) examination and have their scores sent to Lincoln College. Any international student with a minimum score of 480 on the paper-based TOEFL or 157 on the computer-based TOEFL will be granted admission to Lincoln College. Students whose scores are lower may be granted conditional acceptance if space is available.

Part Time Students: Students who plan to enroll in courses totaling 11 hours or less may enter the college at the beginning of any semester.

Deposit and Refund Policies

A \$25.00 application fee must be included with your application for admission to Lincoln College. In addition, the college requires that a \$125.00 confirmation deposit be paid prior to the beginning of each semester to guarantee housing and classroom space. While the application fee is nonrefundable, the deposit is refundable until July 1st should you decide not to attend Lincoln College.

Application Procedure

* Based upon the number of credit hours for which a student desires to enroll, the Application Procedure will vary. A (☑) indicates a required procedure step.

Hours Enrolled

1-5 6-11 12 & Over

- Submit completed admissions application.
- Remit \$25.00 application fee. Applications will not be processed unless accompanied by the \$25.00 fee.
- Applications must be accompanied by high school transcripts. Official high school transcripts are required upon graduation from high school for use in class scheduling and placement and to verify the student's completion of secondary education requirements. Results of the G.E.D. must be submitted by all students who do not graduate from a state recognized high school. These scores must be on file prior to registration for a second semester and before any official transcripts will be released.
- An ACT or SAT score verification is also required (a report of this score on an official high school transcript is sufficient).
- Students transferring from another college or university must also provide official college transcripts from all institutions attended.
- Contact the Admissions Office at Lincoln College 1-800-569-0556 to schedule a campus visit and interview.
- Upon notification of acceptance to Lincoln College, the student must

forward a \$125.00 confirmation deposit in order to register for classes and guarantee housing space.

- The student may then register for classes with the help of a Lincoln College faculty advisor.
- Financial aid advisement is available to interested students (all students enrolling in six hours or more are required to file an application for financial aid and turn in the results -S.A.R.S- to the Financial Aid office at Lincoln College within six weeks of each semester).
- Submit a completed immunization information form providing compliance with regulations established by the Department of Public Health.

Validation of Pre-registration

Pay tuition and fees or make arrangements for deferred tuition payments (if needed) on a prescribed date before classes begin. This step confirms your class schedule.

Registration

For students who have not pre-registered, a regular registration period will be held prior to the start of classes each semester.

International Student Application Procedure

1. Admissions Application: Complete all items on the application to the college. Always print your complete name below your signature and underline your family name.
2. Application Fee: Submit, with the application, a check or money order for total annual fees payable to Lincoln College. This is for full-time students only. This fee must be submitted before any action can be taken on your application. This fee cannot be waived or temporarily deferred regardless of currency restrictions imposed by certain countries. The tuition will be refunded in full if application is rejected, except for a non-refundable \$25.00 processing fee.
3. Educational Records: Applicants must submit official transcripts of records from all secondary or middle schools attended either in English or translated into English.
4. English Proficiency (TOEFL): All international students must submit their TOEFL scores. The Test of English as a Foreign Language is administered several times each year at many locations throughout the world. To make arrangements to take the test, write directly to the Educational Testing Service, P.O. Box 899, Princeton, New Jersey 08540, U.S.A. or contact the nearest United States Embassy, consulate, or United States Information Service office. Applicants who have already taken the TOEFL should request the Educational Testing Service to send their scores to Lincoln College. A minimum score of 480 on the paper-based test or 157 on the computer-based test is required for admission. An ACT score may be submitted in place of a TOEFL score.
5. Financial Resources Requirement: All international applicants must submit proof of adequate finances for the entire period of planned attendance.
6. I-20 Issuance: Once procedures one through five (1-5) above have been fulfilled, an I-20 permit will be issued.

FINANCIAL AID

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.

Lincoln College Scholarships

Athletic Scholarships are awarded to men with outstanding ability in Baseball, Basketball, Diving, Golf, Soccer, Swimming, Wrestling, Cross Country, and Spiritleading and to women with outstanding ability in Basketball, Diving, Golf, Soccer, Softball, Swimming, Volleyball, Cross Country, and Spiritleading. Participation is required. The amount of the award as well as its renewability is based upon the recommendation of the appropriate coach.

Fine Arts Scholarships are awarded to students with outstanding talent in Dance, Instrumental Music, Vocal Music, Photography, Speech, Technical Theatre, Theatre or the Visual Arts. Students are required to present an audition or a portfolio and to participate in the activities of the department. The amount of the award as well as its renewability is based upon the recommendation of the Fine Arts department.

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.

Endowed Scholarships

The following endowed scholarships were established through the generosity of some of Lincoln College's closest alumni and friends.

Anne Alpert Memorial, awarded to a worthy student, in memory of Anne Alpert class of '34.

Mary Irish Alvey Memorial, a member of the Lincoln College class of 1918, received an Associates Degree at the age of 70 and went on to complete a Master's degree.

Lois Anstine Memorial, awarded to a worthy student.

Anna K. and Bernard E. Behrends Award, brother (class of '48) and sister (class of '36), awarded to students demonstrating academic promise that are also graduates of a Logan County high school or high school contiguous to Logan County.

Margarite and Paul Berger Memorial, awarded to a worthy student, established in memory of Margarite's brother. Paul was a member of the class of '32 and Margarite was a member of the class of '36.

Edna Bevan Memorial, awarded to a worthy student, is given in memory of Ms. Bevan, a long-time friend of Lincoln College.

Melissa Brassard Memorial, awarded to a worthy student who is a member of the Lady Lynx volleyball team. 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.

Douglas Broadhurst Memorial, awarded in memory of his wife, a graduate of Lincoln College.

Mr. & Mrs. Edward Buehler Memorial, awarded to a deserving freshman student in financial need and good academic standing.

Percy and Grace Council Memorial, awarded to a worthy student, was established in memory of Percy R. and Grace W. Council. Mr. Council was a member of the Lincoln College basketball team and the class of 1911.

Carl Crowder Memorial, awarded to a worthy student, was established in memory of Mr. Crowder, a member of the Lincoln College class of 1915.

Mark Cummings and the John G. Smerek Charitable Trust Foundation Award, awarded to a worthy student with a minimum 3.00 gpa, was established in memory of John George Smerek by Mark and Mary Ellen Cummings.

Pauline DeHass Memorial, awarded to a worthy student, Ms. DeHass was a member of the Lincoln College class of 1922.

Edna E. Dehner Memorial, awarded to a worthy student.

Lynn C. Denny Memorial, supported a poetry contest for 20 years and was converted to a fine arts scholarship.

Mary DeYoung Memorial, awarded to a worthy student.

Carolyn Eberle Memorial, awarded to worthy student, is given in memory of Ms. Eberle by friends of Lincoln College.

Robert D. Edwards Family Memorial, awarded to a future business major, was established in his memory by his family. Mr. Edwards was a member of Lincoln College's Board of Trustees

Margaret P. Faith Memorial, awarded to a worthy student based on scholastic ability and financial need, in memory of Ms. Faith, Lincoln College Alumna, class of 1928, and a generous benefactor to Lincoln College.

Elvira Hoepfner Fleming Award, awarded to a worthy student, established by LC Alumna Elvira Hoepfner Fleming, class of 1936.

Mary Foster Memorial, awarded in memory of Ms. Foster, class of 1905 and a generous benefactor to Lincoln College.

Warren W. Gallagher Memorial, awarded to a worthy student. Established by his family.

J. Richard Gehlbach Memorial, given in memory of J. Richard Gehlbach by his father, John Gehlbach, a long time Trustee of Lincoln College.

Mary Finley Goebel Memorial, awarded to a worthy student, "Fin-Fin" was a longtime friend of Lincoln College and a member of the Lincoln College class of 1941.

R. Jean Gossett Drama Award, awarded to an outstanding freshman theater student. Established by Lincoln College alumna R. Jean Gossett ('47) to encourage students interested in the Theatrical Arts.

Janet Harris Memorial, awarded to an outstanding art student, was established in memory of their daughter by Mr. and Mrs. Thomas M. Harris.

David Harts Memorial, former Chairman of the Board of Trustees and lifelong benefactor of

Lincoln College. Mr. Harts literally kept Lincoln College open during the lean years.

Helen Heiserman Memorial, awarded to a worthy student from Logan or DeWitt Counties, is given in memory of Ms. Heiserman, a longtime teacher.

James Hickey Memorial, awarded to a worthy student from Logan County, is given in memory of Mr. Hickey, class of '47 and a former chairman of the Lincoln College Board of Trustees, Lincoln collector, farmer, and curator of the Lincoln Collectors of the State of Illinois.

Nathan Holden Memorial, awarded to a worthy student from the area who is a member of the Lynx baseball team, was established in memory of Nate Holden, a baseball player and posthumous member of the Lincoln College class of 2003.

Corrine Houston Memorial, awarded to worthy students from Logan County and the surrounding area, was established in memory of Ms. Houston, a retired teacher and a member of the Lincoln College class of 1913.

Robert R. Humphrey Memorial, awarded to a worthy student, is given in honor of Mr. Humphrey, Logan County attorney and past member of the Lincoln College Board of Trustees.

William A. & Katherine A. Komnick and Marjorie (Komnick) Smith Memorial, awarded to a deserving student in good academic standing and in financial need, was established by Elsie (Komnick) Menzel, Lincoln College class of 1941, in memory of her parents and sister.

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

Logan County Voiture #985 Forty Et Eight Scholarship, awarded to a worthy student who shows an interest in nursing courses.

Edward Madigan Memorial, awarded to a deserving student with preference given to a student with an interest in public service, was established in memory of this distinguished Lincoln College alumnus. Mr. Madigan served in the United States Congress for 18 years and was appointed Secretary of Agriculture under President George H.W. Bush.

Anna Hayes McCarthy Memorial, awarded to a worthy student, was established in her memory by her family. Mrs. McCarthy was a member of the Lincoln College class of 1915.

Dr. Jack Means Memorial, awarded to students demonstrating academic promise that are also graduates of Illini Central High School, was established in his memory by his family. Dr. Means was a longtime physician in Mason City and friend of Lincoln College.

Eugene Meyer and Hildegard Meyer Apple Memorial, awarded to deserving students from Logan County and the surrounding area, was established in memory of the deceased children of Edward and Lorine Meyer.

Maxene Baker Michl Memorial, awarded to a worthy student, was 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 students with gpa's of 2.5 or higher, was established in memory of their mother by Pamela Moriearty and Scott Moriearty.

Ralph G. Newman Memorial, awarded to a worthy student. Established in memory of former

Lincoln College Board of Trustee member, Ralph Newman.

Lowell and Juanita Quisenberry Memorial, awarded to a worthy student from central Illinois, was established in memory of his parents, members of the Lincoln College class of 1926, by their son, Richard L. Quisenberry.

Virgil Rimerman Memorial, awarded to a worthy student, given in memory of his mother. Mr. Rimerman was a member of the Lincoln College class of 1931.

Joseph W. Schwab Memorial, awarded to a worthy student, given in memory by his wife.

Mark Shannahan Memorial, awarded to a long distance runner on the Lynx track and/or cross country team with a minimum 2.0 gpa, was established in memory of their son by Gary R. and Betty J. Shannahan.

Corinne Sheets Memorial, awarded to a worthy student, was established in memory of Mrs. Sheets, a member of the Lincoln College class of 1925.

Dr. John Shute Memorial, awarded to a worthy student, was established in his memory by friends and family. Dr. Shute was a member of Lincoln College's Board of Trustees.

Maynard M. & Elizabeth Eberle Small Memorial, awarded to a future literature major.

Agnes Cameron Smith Memorial, awarded to a worthy student, was established in memory of Mrs. Smith, a member of the Lincoln College class of 1930.

Mr. and Mrs. Walter Spatz Memorial, awarded to an outstanding freshman woman from Logan County. Mr. Spatz served as Secretary to Lincoln College's Board of Trustees for 14 years.

Dale and Marian Spore Award, awarded to a worthy Logan County student athlete in good academic standing with preference given to a member of the Lynx golf team.

Robert and Rosemary Graham Steinfort Award, awarded to a worthy student who is a graduate of Mt. Pulaski High School, was established in 2001 by Scott and Kay Steinfort.

Herbert A. Vance Memorial, awarded to a worthy student, was established by his family. Mr. Vance was an Emeritus Lincoln College Board of Trustees member. Priority for this scholarship will be given to children of employees of Vance Publishing Co., Inc.

David and Carol Walters Award, awarded to an out-of-state student who participates in one of the following sports: cross country, golf, soccer, swimming/diving, volleyball or wrestling.

Ann Wenzel Memorial, awarded to a worthy student who shows an interest in fine arts with an emphasis on drawing and design, established by Ann Wenzel who is from New Holland and attended Lincoln College.

Helen White Memorial, awarded to a worthy student, was established in memory of Ms. White, a member of the Lincoln College class of 1907.

Dick H. Woods Memorial, awarded to a worthy student. Mr. Woods was a former Trustee of Lincoln College and a member of the Lincoln College class of 1933.

Dwight Zimmerman Memorial, former Lincoln College Trustee, preference given to students interested in pursuing health careers.

Annually Funded Scholarships

The following is a list of annual contributors to Lincoln College's scholarship fund. The minimum donation for a named annual scholarship is \$1,000.

J.M. Abbott and Associates Scholarship
AmerenCILCO Scholarship
Angela Beltchenko Dance Scholarship

Jim and Nancy Ireland Music Scholarship
Lincoln Kiwanis Club Scholarship
Lincoln Rotary Club Scholarship

Coca Cola Corporation Scholarship
Commerce Bank Scholarship
Faculty/Staff Scholarship
Dr. Dan and Ruth Freesmeier Scholarship
R. W. Garrett Insurance Scholarship
Harris-Hodnett Insurance Scholarship

H. Safford and Betty Peacock Foundation Scholarship
Row Motors Scholarship
State Bank of Lincoln Scholarship
Edward Ulrich Memorial Scholarship
Roger Webster Construction Scholarship
Weyerhaeuser Foundation Scholarship
Xamis Ford/Lincoln/Mercury Scholarship

Grants

*Federal Pell Grants (\$4,050) are available to undergraduate students with an expected family contribution (EFC) of \$3,850 or less.

*Federal Supplemental Educational Opportunity Grants are available on a limited basis to exceptionally needy students.

*Illinois Incentive for Access Grants are one-time awards for Illinois freshmen students with an EFC of 0. Students who are enrolled at least half-time may receive up to \$500 of grant aid. Parents of dependent students must also be Illinois residents.

Illinois State Monetary Awards (\$4,521) are state funds awarded to Illinois residents attending college at least half-time in Illinois who have demonstrated financial need.

*All Lincoln College students must submit a Free Application for Federal Student Aid (FAFSA) and name Lincoln College as the college choice (Title IV code 001709). Awards are disbursed by semester and are renewable based on satisfactory academic achievement and the recommendation of appropriate Lincoln College personnel. 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/change.

Loans

Federal Family Education Loans (\$2,625 Fr; \$3,500 So) includes both subsidized and unsubsidized loans, and provides low-interest loans to qualified students who need to borrow to help pay for college. Applications for your loan will be sent to you from the Office of Financial Aid. Lincoln College will use one lender and it will not be necessary for you to contact a lending institution. SUBSIDIZED loans are made to students who demonstrate financial need. The Federal Government pays interest on the loan until you begin repayment and during authorized periods of deferment. UNSUBSIDIZED loans are not based on financial need. The primary difference between the two types of Federal Loans is that for unsubsidized loans, the student is responsible for paying the interest while the borrower is in school at least half-time, throughout the grace period and during authorized periods of deferment. Repayment of both principal and interest begins after a six-month grace period. The maximum interest rate is 8.25% for the life of the loan.

Federal Family Education Parent Loans (Cost - Aid) are available to parents of dependent students. Loan amounts may not exceed the total educational expenses minus financial aid awarded. Federal Parent Loans are certified by the institution. Borrower must repay the full amount borrowed plus interest. The first payment is due within 60 days of disbursement. The borrower is allowed at least five years, but not more than 10 years to repay the loan. The interest rate is a variable rate that cannot exceed 9% (percent). Applications will be sent to you upon request from the Office of Financial Aid.

Employment

Federal Work-Study Employment assists students with financial need by providing job opportunities through Lincoln College and various community service organizations. Students are awarded an amount of Work-Study eligibility; however, it is the student's responsibility to find an open position. Compensation is by semi-monthly checks with a salary rate equal to minimum wage.

Community Service Work-Study Employment is most often awarded to students who indicate an interest in Community Service employment or who have had experience working at a Community Service related job. Student must also show financial need.

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

Satisfactory Academic Progress Policy

Federal regulations require that institutions monitor the academic progress of recipients of federal and state aid. Schools are required to withhold funds from students who do not make satisfactory and measurable progress toward their educational goal. Satisfactory Academic Progress (SAP) will be measured at the end of each semester. 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 that do not meet ALL of the following standards will lose their financial aid eligibility.

A. Minimum Grade Point Average (GPA) for classes taken at Lincoln College - A student is determined to be making SAP when:

1. A student's total cumulative credit hours passed is 16 or less and their cumulative GPA is 1.80 or more or;
2. A student's total cumulative credit hours passed is 16 or less and their cumulative GPA is less than 1.80, but their current GPA is 2.00 or above or;
3. A student's total cumulative credit hours passed is greater than 16 and their cumulative GPA is 2.00 or more or;
4. A student's total cumulative credit hours passed is greater than 16 and their cumulative GPA is less than 2.00, but their current GPA is 2.00 or above.

B. Minimum Hours Earned – A student must earn a minimum number of credit hours each year in order to graduate within a specified time frame. Withdrawing from Lincoln College or repeatedly dropping courses may affect your ability to maintain academic progress and could jeopardize your financial aid eligibility. Students that have attempted 30 or less cumulative credit hours (including transfer, withdrawal, incompletes, failed and repeated hours) are required to pass at least 60% of those credit hours. Students that have attempted more than 30 cumulative credit hours (including transfer, withdrawal, incompletes, failed and repeated hours) are required to pass at least 67% of those credit hours. Students that do not meet the minimum completion percentage will be placed on financial aid probation.

C. Maximum Time Frame – 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 in Arts (AA) degree program may attempt a maximum of 96 credit hours ($63 \times 150\% = 95$) towards the degree's 63 credit hour requirement. Included in the number of credit hours attempted are: transfer hours (accepted from another institution), withdrawals, incompletes, repeated courses and Fs.

FINANCIAL AID PROBATION – SAP is checked at the end of each semester. Students who fail to meet the minimum progress requirements will be placed on financial aid probation during their next semester of attendance. Students may still receive financial assistance while on financial aid probation. Students on financial aid probation must meet all SAP requirements to receive financial assistance during subsequent semesters of enrollment. Students that fail to meet each and every one of the SAP requirements during the financial aid probation semester, will have their financial aid suspended.

FINANCIAL AID SUSPENSION – A student’s financial aid may be suspended for any of the following reasons:

- Failure to make progress toward a 2.00 cumulative GPA during the semester(s) of probation.
- Failure to meet the completion rate required during the semester(s) of probation.
- Complete withdrawal from Lincoln College during a semester for which aid was received.
- Failure to complete all credit hours attempted during the semester with a passing grade.

APPEAL PROCEDURE - A student whose financial aid eligibility has been suspended may appeal in writing to the Director of Financial Aid. The appeal must explain the mitigating circumstances that caused the student to not meet the satisfactory progress requirements and how the student expects to continue making progress toward a degree. Appeals are reviewed on a case by case basis by the Reinstatement Committee consisting of the President, the Dean of Student Affairs, the Vice President of Academic Affairs, the Vice President of Financial Services, the Director of Financial Aid and four faculty members. If an appeal is approved, the student must achieve satisfactory academic progress (guidelines listed above) in order to maintain financial aid eligibility for future terms.

Financial Aid Application Procedures

If you wish to apply for all types of Financial Aid administered by the Office of Financial Aid, you must:

1. Complete the Free Application for Federal Student Aid (FAFSA) which is available at your high school guidance office and the financial aid office at Lincoln College. This form must be submitted each year. The processing deadline is May 1st each year. List Lincoln College as your first college choice.
2. Students who have previously applied for Financial Aid are considered to be Continuing Students and must have their Financial Aid application processed by May 31st each year in order to be considered for an Illinois State Monetary Award.
3. Forward the completed FAFSA and a copy of you and your parent’s previous year’s tax returns to the Office of Financial Aid as soon after January 1st as possible. Your FAFSA will be submitted electronically with results returning in three to five working days. However, if you mail your FAFSA to the federal processor, you will receive a Student Aid Report in the mail within four to six weeks.

Determination of Financial Aid

Federal and State Aid is based on need. Need is determined as follows:

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

Unmet need can be met with GRANTS, SCHOLARSHIPS, LOANS and EMPLOYMENT, if funds are available. The Parent/Student Contribution can be met with UNSUBSIDIZED Federal Family Education Loans and/or Parent Loans.

Student Aid Report (SAR)

1. No scholarships or grants will be awarded until the Financial Aid Office receives notification of a processed Student Aid Report (SAR).
2. All financial aid (including Lincoln College scholarships, Illinois State Monetary Award, Federal Pell Grant, Federal Direct Loans and Federal Work-Study) is determined from the Student Aid Report.
3. Once Lincoln College receives notification that your Financial Aid application has been processed (and all other requested documents have been received), you will be sent a Final Financial Aid Award Letter showing the financial aid you are eligible to receive.

Veterans' Concerns

Veterans attending Lincoln College receive physical education credit for military service. The number of credit hours granted ranges from one to four based on the number of years of active service in the military.

Lincoln College must have a copy of the veteran's DD 214 papers on file for military credit. This is required even when VA benefits are no longer in effect. Also, Lincoln College must have official transcripts from previous colleges (if attended) before college credit can be officially recorded.

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 has been sent to all instructors with instructions for the student and/or instructor to notify the Registrar's Office if the student ceases to attend classes, withdraws, or gets into an area where failure would be anticipated. The Registrar's Office will notify the VA immediately upon change in student status."

Eligible veterans taking one to five hours of credit may receive tuition and fee allowance only. Six hours may be considered half-time status while nine hours may be considered three-fourths time status. In order to receive full benefits a veteran must maintain full-time status with 12 hours. A veteran cannot be on academic probation two semesters in succession.

Further information on specific veterans' concerns may be obtained from the Financial Aid Office.

Tuition and Fees

2006-07 Annual Fees*

Tuition.....	\$15,000
Room.....	2,200 **
Board.....	3,600
Activity Fee.....	320
Technology Fee.....	250
Textbook Rental.....	240 ***
Total Annual Fees.....	\$21,610

* Subject to change.

** Based on double occupancy. An increased

cost is applied to single rooms, if available.

*** Assumes 15 credit hour class load per semester.

Additional Charges-One Time Only

Application Fee	\$ 25
Registration Confirmation Deposit.....	\$125
Academic Development Seminar.....	\$200
(where applicable)	
Academic Writing Seminar	\$500
(where applicable)	
ACCESS Prep.....	\$500
(where applicable)	

Standard Payment Plans

Lincoln College offers three payment plans for the payment of tuition and fees:

Full Payment Plan - Full payment at least two weeks before the first day of each semester.

Two Payment Plan - Payment of one-half the semester fees at least two weeks before the first day of each semester and payment of the remaining one-half at the mid-point of each semester. There is a surcharge per semester associated with this plan.

Six Payment Plan - Payment of one-sixth the semester fees on 15th of each month. Fall semester payments are due June through November and spring semester payments are due December through May. There is a surcharge per semester associated with this plan.

Delinquent Accounts

Registration for another semester will not be permitted until a student has fully paid all charges for the preceding semester. No transcripts of academic records will be issued and no degree granted to a student who has not discharged all financial obligations to the College.

Credit/Refund Policy

Students who officially withdraw or are dismissed from the College shall be entitled to a credit/refund of net tuition, room, board, and mandatory fees. 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. The following fall and spring semester credit/refund rates apply to students who officially withdraw or are dismissed from the College.

Official withdrawal/dismissal occurs:	Credit/refund rate:
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 thereafterno credit/refund

Credit/refund rates for students enrolled in summer terms are similar to those listed above, but apply to the number of days enrolled rather than the number of weeks.

Return of Title IV Funds

Students receiving Title IV funds earn aid based on the period of time the students remain enrolled. During the first 60% of the semester, a student will receive only the amounts 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.

The information contained in this Catalog states current information and policies which are subject to change as required. The statements contained herein are not to be regarded as an offer to contract.

"Federally Legislated Consumer Information is available upon request through the Vice President of Student Services Office."

"Lincoln College does not discriminate on the basis of race, color, creed, religion, national origin, handicap, age, sex, 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 College's intent to comply with all equal opportunity regulations including, but not limited to, Title IX of the 1972 Educational Amendments and Section 504 of

Academic & Social Policies

Grading System and Policies

Grades are used to indicate the quality of work or level of proficiency achieved by individual students. A student's grade point average (GPA) is determined by dividing the total number of earned points by the total number of semester hour credits for which the student has been enrolled. Each faculty member is responsible for informing students of the policies and standards upon which course grades will be based. 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 Vice President of Academic Affairs.

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

A—Indicates excellent work, and carries a weight of four credit points for every credit hour in the course.

B—Indicates good work, and carries a weight of three credit points for every credit hour in the course.

C—Indicates average work, and carries a weight of two credit points for every credit hour in the course.

D—Indicates poor work, and carries a weight of one credit point for every credit hour in the course.

F—Indicates failing work, and carries no credit points.

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

- a. The student's absence from class has been the primary reason for failure to complete the requirements of the course.
- b. The student's absence has been due to a bona fide cause such as illness. The instructor must determine whether an absence is excusable and may require verification by a physician.
- c. The student has completed at least two-thirds of the work for the course.
- d. The work completed by the student has been with a passing grade.
- e. The instructor agrees to assist the student in completing the work. An Incomplete is not granted automatically. In many cases withdrawal from the course is a more appropriate course of action.
- f. A student has six weeks into the next term to make up an incomplete or it automatically becomes an F.

W— Withdrawal (W) will be given when a student withdraws from the class.

AU—Audit is given when the student enrolls with the purpose of attending the class but not receiving credit. Permission of the instructor and the advisor must be obtained before registering on an audit basis.

NC—Non-Credit

TR—Transfer Credit

*—Denotes Repeated Course

R—Repeated courses. Computes only the grade of the final repetition on the student's grade point average.

F\$, W\$—Fresh Start Policy Transcripts adjusted accordingly.

Midterm Grades

Midterm grades are collected at the end of the eighth week of classes. The midterm grades are essentially progress reports and are not computed in a student's grade point average.

A copy of the midterm grades is sent to the student's legal home address. A copy of the midterm grades is sent to the faculty advisor. The advisor keeps one copy in the student's file and gives the other copy to the student. In distributing midterm grades to advisees, the advisor should commend advisees for good performance or improvement. Advisees with poor grades or indication of decline in performance should be counseled to determine the necessary course of action. Referral to the Student Services area may be in order. It may be appropriate to direct the advisee to individual instructors for help.

Final Grades

Final grades are recorded on the student's final transcript. Copies are sent to the student and the student's advisor. The advisor's copy is kept in the student's file.

Requests for official transcripts must be made in writing to the Registrar's Office and a \$5.00 processing fee must accompany each request. No transcripts will be released until the student has met all financial obligations to the College and has submitted all required documents, i.e., final high school transcripts and official G.E.D. results.

Graduation Requirements and Responsibilities

Students are responsible for determining that they are meeting all graduation requirements and have no outstanding financial obligation to the College. Students should meet regularly with their advisor to ensure that progress is being made toward their degree objective. Even though the College does provide an academic checkpoint on graduating students, this is done primarily to be sure that only students who have met the requirements are graduating. The advising of individual students is a service provided them and does not relieve students of their responsibility to make certain they are meeting the requirements.

Academic Probation

In accordance with policy at Lincoln College, a full-time student will be placed on academic probation under the following conditions:

1. If the cumulative grade point average is less than the following:

1—16 credit hours inclusive	1.80
17 credit hours and above	2.00
2. If in transferring to Lincoln College, the cumulative grade point average at all colleges and universities does not meet requirements listed above.
3. If the student is re-entering Lincoln College after having been academically suspended from any other college or university.

A full-time student on academic probation may enroll in no more than 15 academic credit hours.

Repeating a Class

If a student elects to repeat a course, the second 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 both grades in evaluating the student's record.

Academic Suspension

In accordance with policy at Lincoln College, a full-time student will be subject to academic suspension under the following conditions:

1. If a student's grade point average in any one semester is less than 1.00.
2. If after one semester on academic probation, a student's cumulative grade point average the following semester is less than 2.00.
3. If a student displays less than adequate adjustment to college life as evidenced in the student's academic and social records as determined by the Academic Committee.

Following academic dismissal, a student may apply for re-admission by completing six hours of credit at another college with grades of "C" or better and petitioning the Academic Committee. This petition is normally reviewed only after one semester from the date of dismissal.

Fresh Start Program

Not all new college students are able to make the transition to a new learning environment in one semester. Lincoln College offers the Fresh Start Program to these students. They select a past semester and only passing grades remain on their transcripts. They are then admitted on probation for another semester and are given more time to adjust to the academic demands of college. Attendance is carefully monitored and the students, their parents and their instructors work together to make this single opportunity successful.

Academic Honors

Students with a current semester grade point average of 4.00 with a minimum of 15 credit hours will be recommended for Special Honors.

Students with a current semester grade point average from 3.75 through 3.99 with a minimum of 15 credit hours will be recommended for the President's List.

Students with a current semester grade point average from 3.25 through 3.74 with a minimum of 15 credit hours will be recommended for the Dean's List.

In order for a student to be eligible for Valedictorian and Salutatorian honors, the student must be graduating with an A.A. or A.S. degree and must have been enrolled in a minimum of 15 credit hours for each of two semesters. Grades for all courses taken at all colleges attended will be used in determining eligibility for Valedictorian and Salutatorian honors.

Lincoln College Honors Program

The Abraham Lincoln Scholars program began in the Fall of 2005 in order to offer enhanced opportunities for communication and learning to academically high achieving students. Freshman students who meet specific standards involving ACT scores, high school grade point averages and college-preparatory curricula are enrolled in Honors sections of selected courses during their first year at Lincoln College. Sophomores enroll in independent study courses with mentors from their chosen fields of study and this work results in a presentation of papers as well as publication. Honors students participate in designated activities, register for classes early and have priority in housing selection. Honors program graduates are recognized at commencement, notation is made on their official transcripts, and transfer institutions are encouraged to accept and support these students.

Credit in Escrow

High school students may take courses at Lincoln College and earn college credit to be held in escrow. To be eligible, the student must have completed the sophomore year, earned 13 units, rank in the upper half of the class, and be recommended by the high school counselor or principal. The student may take one or two courses each semester. Credits will be held in escrow until Lincoln College receives a copy of the student's high school transcript following graduation.

Courses Transferred to Lincoln College

All courses transferred to Lincoln College are reviewed by the Office of the Registrar. 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. If all the work completed by a student at any other accredited college averages 2.00 or better, D's may be accepted; if not, then only C's and above will transfer.*

*A maximum of 6 hours of vocational coursework may be applied to the elective portion of an A.A. degree.

Courses accepted by Lincoln College for a particular student are listed and placed in the advisor's file. The advisor should take this into account when scheduling classes with the advisee. Students must complete their final 27 credits while a student at Lincoln College to receive a degree. No more than four credit hours may be transferred back to Lincoln College after the student departs from the College.

Course Loads

A student must maintain enrollment in a minimum of 12 semester hours to be considered a full-time student. Financial awards, as well as eligibility for residency in college housing, are based on full-time status. Sixteen semester hours is considered an average load for a student and a student must have the permission of the student's advisor to enroll in more. A student will not be permitted to enroll in more than 18 hours in any semester without the written permission of the Vice President of Academic Affairs. Students will be charged an additional \$150/credit hour for each credit hour past the 18th. Excluded from this charge are the hours of credit granted for private lessons.

Adding a Course

During the first three days of each semester, a class may be added to the student's schedule if: (a) space is available in the class, (b) the advisor has signed a class change form, and (c) the class change form is then filed with the Registrar by the student.

Clarifications

Withdrawing from a Course

A student may withdraw from a course if the advisor has signed the class change form and the class change form is filed with the Registrar by the student.

A grade of "W" will be recorded when the withdrawal is processed prior to the 11th week of the semester. After that date, a grade of "F" 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.

Course Changes

No student may withdraw from a course, add a course, or change from one section of a course to another without the written consent of the advisor. All such changes must be filed with the Registrar on the official class change form. Forms are available from your advisor or at the Registrar's Office.

Independent Study

Course numbers: 176, 177, 276, 277

A student may arrange for independent study with an instructor. The instructor and the student must complete an Independent Study Proposal form provided by the Provost. The independent study proposal must be approved by the Provost. At this point, copies of the approved independent study proposal are filed with the Provost and the Registrar.

1. This procedure must be completed before work on the independent study begins.

2. A student may receive credit for no more than one independent study course per semester.
3. An independent study course may be one or two credit hours, but may not exceed two credit hours.
4. All independent study courses must be officially approved and filed prior to the seventh week of the semester.
5. Independent study credit may be used only for elective credit in fulfilling degree requirements.

Student Class Status

Freshman 1-27 credit hours

Sophomore 28 and over credit hours

Procedure on Waiver of A.A. Degree Requirements

When petitioning the Academic Committee for waiver of an A.A. degree requirement, the following items must be submitted to the Provost :

1. Completed petition (forms may be obtained from the Office of the Provost .)
2. Copy of the student’s Lincoln College transcript.
3. Copy of the student’s A.A. check sheet including current semester courses.

Class Attendance Policy

Due to its direct correlation with academic success, class attendance is required of all Lincoln College students. Parents, students and advisors are informed of excessive absences. Chronic absenteeism may result in administrative withdrawal from the course and/or failure. It is the responsibility of the student to inform instructors of scheduled absences in advance and arrange to complete missed classroom work. Ultimately, students are responsible for material covered in class. In the event of disagreement regarding this policy, the issue will be directed to the Office of the Provost for arbitration.

1. This attendance policy is a College standard for the awarding of Lincoln College course credit.
2. An instructor may impose other attendance expectations within the bounds of the College policy.
3. An instructor may adjust a student’s grade for attendance within the bounds of the College policy.
4. While an instructor may excuse absences for the purposes of grading or make-up work, no absence is to be excused in calculating hours of absence for the College attendance policy.
5. An instructor may consider tardiness to be equivalent to absence or partial absence in calculating hours of absence for the College standard. In either case, the students should be notified of this at the beginning of the semester.
6. Midterm grade reports will include a report of hours of absence to date.

Withdrawal from College

Students planning to leave Lincoln College for any reason are required to notify the Vice President of Student Services. If students withdraw from college between the beginning date of the semester and the end of the 10th week of the semester, they receive a “W” for each course. Grades for students who withdraw after the tenth week of classes will be treated as outlined

under "W".

Immunization & Medical Requirements for All Full-Time Students

All full-time students admitted to Lincoln College are required to provide certain immunization information prior to entrance. Documentation of immunity must be complete and on file in the Health Service within the first 15 calendar days of the entering semester.

For students born before January 1, 1957, proof of immunity must include a tetanus/diphtheria booster within ten (10) years of attendance at Lincoln College and a Mantoux TB skin test given and read within the previous twelve (12) months. A positive reaction to the TB skin test must be accompanied by documentation of a negative chest X-ray, and information regarding previous/present treatment/preventive therapy must be included. Receipt of Tetanus Toxoid (T.T.) is not acceptable in fulfilling the tetanus/diphtheria requirement.

For students born after January 1, 1957, proof of immunity must include: a tetanus/diphtheria booster within ten (10) years of attendance at Lincoln College; two measles (rubeola) immunizations, both after one year of age and after December 31, 1968 and at least one month apart; one mumps immunization after one year of age and after December 31, 1967; one rubella immunization after one year of age and after December 31, 1968; and a Mantoux TB skin test given and read within the previous twelve (12) months. A positive reaction to the TB skin test must be accompanied by documentation of a negative chest X-ray, and information regarding previous/present treatment/preventive therapy must be included. International students must additionally provide proof of a total of three or more tetanus/diphtheria immunizations, with the most recent dose within ten (10) years of the term of enrollment. Receipt of Tetanus Toxoid (T.T.) vaccine is not acceptable in fulfilling the tetanus/diphtheria requirement for any student.

All immunization dates and TB skin test results must be signed/certified by a physician or public health official. Immunization dates and certification can be documented on the Health History Report, which also must be completed and signed by the student and be on file with the Health Service. Please note that a physical examination is required ONLY for those participating in cheerleading, dance and competitive sports. Although not required, the Health Service strongly recommends providing proof of immunity to polio and immunizations against Hepatitis B (which is a series of three injections) and the Meningococcal bacteria (which is one injection).

Information and instructions for meeting the stated requirements are included with the Lincoln College Health History Report form which is mailed to all incoming students. The Health Service recommends completion of the immunization information as soon as possible and no later than the first fifteen days of the entering semester. Students not in compliance with the immunization requirements will have subsequent semester registrations blocked until the requirements have been met.

Further information can be obtained by calling the Health Service at 217-732-3155,

ext. 340.

Inspection and Release of Records

This section serves to inform students of their rights under the Family Educational Rights and Privacy Act of 1974 (Buckley Amendment) and of the procedures adopted by Lincoln College for inspection of records.

In compliance with the Family Educational Rights and Privacy Act of 1974, Lincoln College will not release the educational records, including identifying data, academic work completed, level of achievement (grades, standardized achievement test scores), attendance data, scores on standardized intelligence, aptitude, and psychological tests, inventory results, health data, family background information, teacher or counselor ratings and observations, and verified reports of serious or recurrent behavior patterns, to any person or agency (other than those listed below) without the written permission of the student. The aforementioned educational record of a student will be released without permission to the following persons or agencies:

1. The parents of students who have not reached the age of majority.
2. School officials, including advisors and teachers, within the College who have a legitimate interest.
3. Other authorized representatives or officials as specified in Public Law 93-380.

As provided in FERPA of 1974, students at Lincoln College have the right to inspect their educational records and to challenge the content of said records for the purpose of securing the correction of inaccurate or misleading entries. Students wishing to inspect either their record of academic achievement maintained by the Registrar or their personal record maintained by their faculty advisor should obtain a record inspection form from the Office of the Registrar. There is a \$5.00 charge for copies of records.

Students wishing to challenge the content of their educational record should obtain a "contest of record" form from the office of the Provost and a hearing will be set for resolution of the matter.

Right to Review Records

Students, once enrolled, have the right to review their educational records, except for those excluded by law, such as records kept by a campus health professional, parents' financial records, and confidential letters of reference. Educational records are not located in any one central office; records are maintained in the Office of the Registrar, the Office of Financial Aid, the Office of Admissions, as well as other offices on the Lincoln campus. For a complete list of offices that maintain educational records, please contact the Office of the Provost at 217-732-

3155, extension 202.

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 Provost. A student may challenge the content of educational records by notifying the Office of the Provost in writing. The Registrar will promptly review any such challenges. Questions regarding records may be sent to: Office of the Provost, 300 Keokuk Street, Lincoln, IL 62656.

Social Policies

Lincoln College is a community of individuals working together for the advancement of knowledge. In this purpose, the members of this community must live in reasonable harmony with one another and with the larger community of which the College is a part.

Students at Lincoln College are expected to abide by the college regulations set forth below and in the student handbook as well as by applicable federal, state and local laws.

Failure to abide by the following regulations may result in disciplinary action including, but not limited to, warning, disciplinary probation, suspension and dismissal from the College.

Disciplinary action may result from:

1. Academic dishonesty. Plagiarism, cheating, knowingly supplying false or misleading information to the College or on official college records all are prohibited.
2. Obstruction or disruption of college activities. A student may not knowingly or willfully interfere with the normal educational activities of the College including teaching, research, administration, disciplinary procedures or other college activities.
3. Failure to abide by regulations governing the use of college premises and facilities. Unauthorized entry to or use of college facilities is prohibited. No student shall remain in a college facility after normal closing hours.
4. Theft and damage- A student may take no action which damages or which as a probable consequence could damage the property of the College and/or the private property of others.
5. Physical abuse of persons. A student may take no action which disrupts the public peace or which endangers the safety, health, physical or mental well-being or life of any person.
6. Dangerous and narcotic drugs. A student may not use, possess, sell or distribute any of the narcotic, dangerous or hallucinogenic drugs, any controlled substance or related paraphernalia in any form. In accordance with The Drug-Free Schools and Communities Act Amendments of 1989 (Public Law 101-226), Lincoln College provides each student with an information sheet concerning this particular legislation.
7. Firearms-A student may not have or keep any firearm on their person, in their motor

- vehicle or anywhere else on college property or at any College sanctioned event.
8. Alcoholic beverages. Delivery, sale, possession and use of alcoholic beverages on college property is prohibited.
 9. Instructions from college officials. A student must follow the oral or written instructions regarding college regulations or public law given by any authorized college official.
 10. College regulations. Students are responsible for knowing and abiding by college regulations and policies, including those not specifically enumerated in these general regulations, concerning such matters as the meeting of financial obligations to the college, as well as specific rules governing the use of particular facilities such as the residence halls, the library, the gymnasium and the Student Center. A complete listing of social policies appears in the student handbook.

Philosophy of Assessment

Lincoln College is committed to assessment as a means to improve student academic achievement and institutional effectiveness. Assessment is both a technical and a social process that increases in accuracy to the degree that multiple sources and methods of data collection are used. But data collection is only useful if data are transformed into information and information is communicated to those who need it for decision-making. Whenever feasible, assessment of programs responds to standards or benchmarks established by appropriate external organizations. However, in assessing Lincoln College programs, the unique features of this institution are always considered in the evaluation.

The Assessment Program

The mission of Lincoln College's Assessment Program is to implement our philosophy of assessment across the institution. Academic assessments are designed by faculty and are linked to their course objectives, which are found in all course syllabi. All students may be required at times to participate in these assessment activities, including comprehensive assessment at the end of their sophomore year. Comprehensive assessment is NOT an "exit exam". Individual results are strictly confidential and do not affect graduation. Group results are used to identify those academic areas where improvements in student learning are possible.

Support services and campus activities are also assessed, because they contribute both to student learning and to the personal development so important here. Assessments of LC graduates who have transferred to other institutions are also carried out to ensure that we are indeed preparing our students to succeed after they complete their work here.

Through assessment we get feedback from students and their families, faculty, co-workers, alumni and others. The information that is generated by these assessments is provided to these same constituencies. The results are then used to target areas for improvement and to design strategies which will help Lincoln College to maintain its excellence and to constantly evolve in the future.

Academic Programs



GENERAL EDUCATION

The General Education core curriculum requirements in language and humanities, social sciences, mathematics, life and physical sciences, computer science and physical education 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. Students enter Lincoln College with different levels of general knowledge; all of Lincoln's academic offerings will help them grow by improving their individual skills and competencies and by providing experiences in areas they have not yet explored.

Lincoln College students will:

- Demonstrate their ability to read, write, listen, and speak effectively;
- Demonstrate their ability to think critically, which includes collecting facts and making decisions based on them, and solving problems, using methods of critical and scientific inquiry;
- Demonstrate their ability to compute and to think and express themselves effectively in quantitative terms;
- Demonstrate their creative potential and their ability to appraise the quality, value, and significance of cultural artifacts, such as literature, music, performing arts, and visual arts;
- Demonstrate their ability to use technology, especially computer technology, to access, retrieve, process, and communicate information;
- Demonstrate their understanding of worldwide, political, social and economic issues, historical and geographical perspectives, the internal and external worlds, and philosophical ideas;
- Demonstrate their understanding of the necessity of core values in helping them make ethical personal, social, and professional decisions;
- Demonstrate their understanding of the benefits of diversity in cultures, ideas, perspectives, ethnicity, religion, gender, and sexual orientation for a democratic society.

Associate in Arts Degree Checksheet

A.A. degree requirements are:

1. A cumulative grade point average of 2.00 or above.
2. Completion of final 27 credits at Lincoln College (IAI approved courses are in *Italic* and **Bold print**).
3. Completion of at least 63 credits, distributed as follows:

LANGUAGE AND HUMANITIES (18 hours, including ENG 101, ENG 102,(which must have a grade of C or better) and SPE 101, and 9 hours from two different areas)

- | | |
|--|---|
| <input type="checkbox"/> English 101-Composition I (3) | <input type="checkbox"/> Humanities 108-Humanities II (3) |
| <input type="checkbox"/> English 102-Composition II (3) | <input type="checkbox"/> Humanities 210-Amer Studies II (3) |
| <input type="checkbox"/> English 105-Intro to Lit (3) | <input type="checkbox"/> Music 101-Foundations of Music (3) |
| <input type="checkbox"/> English 201-American Lit I (3) | <input type="checkbox"/> Music 116-Music Appreciation (3) |
| <input type="checkbox"/> English 106-Non Western World Lit (3) | <input type="checkbox"/> Music 140-Music Theatre (3) |
| <input type="checkbox"/> English 202-American Lit II (3) | <input type="checkbox"/> Music 141-Theory of Music I (4) |
| <input type="checkbox"/> English 207-British Lit I (3) | <input type="checkbox"/> Music 219-Music History & Lit (3) |
| <input type="checkbox"/> English 208-British Lit II (3) | <input type="checkbox"/> Philosophy 103-Intro to Phil (3) |
| <input type="checkbox"/> Art 111-Art Appreciation (3) | <input type="checkbox"/> Philosophy 105-Intro to Logic (3) |
| <input type="checkbox"/> Art 123-Art History I (3) | <input type="checkbox"/> Philosophy 107-Ethics (3) |
| <input type="checkbox"/> Art 124-Art History II (3) | <input type="checkbox"/> Religion 102-Liv Relig World (3) |
| <input type="checkbox"/> Art 125-Art History III (3) | <input type="checkbox"/> Spanish 101-Spanish I (4) |
| <input type="checkbox"/> Speech 101-Fund of Speech (3) | <input type="checkbox"/> Spanish 102-Spanish II (4) |
| <input type="checkbox"/> Speech 103-Oral Interpret (3) | <input type="checkbox"/> Theatre 106-Intro Theatre (3) |
| <input type="checkbox"/> Speech 260-Sm Group Disc (3) | |
| <input type="checkbox"/> Humanities 106-Humanities I (3) | |
| <input type="checkbox"/> Humanities 107-American Studies I (3) | |

SCIENCE (7 credit hours (1 lab/1 non-lab) including one Life Science and one Physical Science)

Life Sciences

- Biology 101—Gen Survey Biology (3)
- Biology 102—Gen Biology (4)
- Biology 103—Gen Zoology (4)
- Biology 104—Gen Botany (4)
- Biology 106—Environ Biology (4)
- Biology 107—Anatomy & Physiology I (4)
- Biology 108—Anatomy & Physiology II (4)
- Biology 130—Intro to Evolution (3)
- Biology 208—Intro to Microbiology (4)

MATHEMATICS (3 hours)

- Math 104-College Algebra (4)
- Math 107-Basic Concepts I (3)
- Math 108-Basic Concepts II (3)
- Math 110/Business 104-Statistics (3)
- Math 125-Pre-Calculus (4)

Physical Sciences

- Chemistry 101—Fund of Chem (4)
- Chemistry 103—Gen Chem I (5)
- Chemistry 104—Gen Chem II (5)
- Geography 101—Physical Geography (3)
- Geography 102—Physical Geography (4)
- Geology 101—Intro to Geology (4)

- Math 128-Plane Trig (2)
- Math 105-Gen Ed Math (3)
- Math 131-Business Calculus (4)
- Math 135-Finite Math (4)
- Math 231-Calc II (4)
- Math 232-Calc III (4)
- Math 30-Analytic Geom/Calc (4)

SOCIAL SCIENCE (9 hours— must include two different areas)

- | | |
|--|---|
| <input type="checkbox"/> Economics 107-Prin of Macroecon (3) | <input type="checkbox"/> Political Science 102-State & Loc Govt (3) |
| <input type="checkbox"/> Economics 108-Prin of Microecon (3) | <input type="checkbox"/> Psychology 101-Intro to Psych (3) |
| <input type="checkbox"/> Geography 103-World Geog-West (3) | <input type="checkbox"/> Psychology 202-Devel Psych (3) |
| <input type="checkbox"/> Geography 104-World Geog-East (3) | <input type="checkbox"/> Psychology 203-Educ Psych (3) |
| <input type="checkbox"/> History 101-Western Civ I (3) | <input type="checkbox"/> Psychology 204-Social Psych (3) |
| <input type="checkbox"/> History 102-Western Civ II (3) | <input type="checkbox"/> Psychology 207-Abnormal Psych (3) |
| <input type="checkbox"/> History 121-U.S. History I (3) | <input type="checkbox"/> Psychology 208-Develop Psych (3) |
| <input type="checkbox"/> History 122-U.S. History II (3) | <input type="checkbox"/> Sociology 101-Intro to Soc (3) |
| <input type="checkbox"/> History 205-U.S. Twentieth Cent (3) | <input type="checkbox"/> Sociology 202-Social Problems (3) |
| <input type="checkbox"/> Political Science 101-American Govt (3) | <input type="checkbox"/> Sociology 203-Soc of the Fam (3) |

COMPUTER SCIENCE (3 hours)

- | | |
|--|--|
| <input type="checkbox"/> Computer Science100-Intro Microcmprtr (3) | <input type="checkbox"/> Computer Science 172-Q-BASIC Prog I(3) |
| <input type="checkbox"/> Computer Science 115-Bus App Micro (3) | <input type="checkbox"/> Computer Science 189-Intro Internet (3) |
| <input type="checkbox"/> Computer Science131-Excel (3) | <input type="checkbox"/> Computer Science 190-Web Page Development (3) |
| <input type="checkbox"/> Computer Science133-Access(3) | <input type="checkbox"/> Computer Science 191-Into to HTML(3) |
| <input type="checkbox"/> Computer Science155-Intro Windows(3) | |

ELECTIVES (minimum of 22 hours)

PHYSICAL EDUCATION (2 hours, 1 activity class with Varsity sport)

- Dance (1)***
- Physical Education Activity (1)***
- Health 101—Health Awareness (2)**
- Varsity Athletics (1)**

- * A maximum of 6 hours of vocational course work may be applied to the elective portion of an A.A. degree.
- ** Only 1 credit applies to PE activity
- *** May be repeated once

Associates In Science Degree Checksheet

A.S. Degree Requirements are:

1. A cumulative grade point average of 2.00 or above.
2. Completion of final 27 credits at Lincoln College. (IAI approved courses are in *Italic* and **Bold print**)
3. Completion of at least 61 credits, distributed as follow:

LANGUAGE AND HUMANITIES: (15 hours, including ENG 101, ENG 102,(which must have a grade of C or better) SPE 101, and 6 hours from two different areas.)

- | | |
|--|---|
| <input type="checkbox"/> English 101-Composition I (3) | <input type="checkbox"/> Humanities 108-Humanities II (3) |
| <input type="checkbox"/> English 102-Composition II (3) | <input type="checkbox"/> Humanities 210-Amer Studies II (3) |
| <input type="checkbox"/> English 105-Intro to Lit (3) | <input type="checkbox"/> Music 101-Foundations of Music (3) |
| <input type="checkbox"/> English 201-American Lit I (3) | <input type="checkbox"/> Music 116-Music Appreciation (3) |
| <input type="checkbox"/> English 106-Non Western World Lit (3) | <input type="checkbox"/> Music 140-Music Theatre (3) |
| <input type="checkbox"/> English 202-American Lit II (3) | <input type="checkbox"/> Music 141-Theory of Music I (4) |
| <input type="checkbox"/> English 207-British Lit I (3) | <input type="checkbox"/> Music 219-Music History & Lit (3) |
| <input type="checkbox"/> English 208-British Lit II (3) | <input type="checkbox"/> Philosophy 103-Intro to Phil (3) |
| <input type="checkbox"/> Art 111-Art Appreciation (3) | <input type="checkbox"/> Philosophy 105-Intro to Logic (3) |
| <input type="checkbox"/> Art 123-Art History I (3) | <input type="checkbox"/> Philosophy 107-Ethics (3) |
| <input type="checkbox"/> Art 124-Art History II (3) | <input type="checkbox"/> Religion 102-Liv Relig World (3) |
| <input type="checkbox"/> Art 125-Art History III (3) | <input type="checkbox"/> Spanish 101-Spanish I (4) |
| <input type="checkbox"/> Speech 101-Fund of Speech (3) | <input type="checkbox"/> Spanish 102-Spanish II (4) |
| <input type="checkbox"/> Speech 103-Oral Interpret (3) | <input type="checkbox"/> Theatre 106-Intro Theatre (3) |
| <input type="checkbox"/> Speech 260-Sm Group Disc (3) | |
| <input type="checkbox"/> Humanities 106-Humanities I (3) | |
| <input type="checkbox"/> Humanities 107-American Studies I (3) | |

SCIENCE AND MATHEMATICS (13 hours total, including 7 hours of 1 lab/1 non-lab life science and physical science and 6 hours of math)

Science

- | | |
|---|--|
| <input type="checkbox"/> Biology 101-Gen Survey Biology (3) | <input type="checkbox"/> Biology 170-Marine Biology (3) |
| <input type="checkbox"/> Biology 102-Gen Biology (4) | <input type="checkbox"/> Biology 208-Intro to Microbiology (4) |
| <input type="checkbox"/> Biology 103 Gen Zoology (4) | <input type="checkbox"/> Chemistry 101-Fund of Chem (4) |
| <input type="checkbox"/> Biology 104-Gen Botany (4) | <input type="checkbox"/> Chemistry 103-Gen Chem I (5) |
| <input type="checkbox"/> Biology 106-Environ Biology (4) | <input type="checkbox"/> Chemistry 104-Gen Chem II (5) |
| <input type="checkbox"/> Biology 107-A & P I (4) | <input type="checkbox"/> Geography 101-Phy Geo (3) |
| <input type="checkbox"/> Biology 108-A & P II (4) | <input type="checkbox"/> Geography 102-Phy Geo (4) |
| <input type="checkbox"/> Biology 130-Intro Evolution (3) | <input type="checkbox"/> Geology 108-Intro to Geology (4) |
| <input type="checkbox"/> Biology 169-Marine Biology (4) | |

Mathematics

- | | |
|---|--|
| <input type="checkbox"/> Math 104-College Algebra (4) | <input type="checkbox"/> Math 128-Plane Trig (2) |
| <input type="checkbox"/> Math 105-Gen Ed Math (3) | <input type="checkbox"/> Math 130-Analytical Geom/Calc (4) |
| <input type="checkbox"/> Math 107-Basic Concepts I (3) | <input type="checkbox"/> Math 131-Business Calculus (4) |
| <input type="checkbox"/> Math 108-Basic Concepts II (3) | <input type="checkbox"/> Math 135-Finite Math (4) |
| <input type="checkbox"/> Math 110/Business 104-Statistics (3) | <input type="checkbox"/> Math 231-Calc II (4) |
| <input type="checkbox"/> Math 125-Pre-Calculus (4) | <input type="checkbox"/> Math 232-Calc III (4) |

SOCIAL SCIENCE (9 hours—must include two different areas)

- | | |
|--|---|
| <input type="checkbox"/> Economics 107-Prin of Macroecon (3) | <input type="checkbox"/> Political Science 102-State & Loc Govt (3) |
| <input type="checkbox"/> Economics 108-Prin of Microecon (3) | <input type="checkbox"/> Psychology 101-Intro to Psych (3) |
| <input type="checkbox"/> Geography 103-World Geog-West (3) | <input type="checkbox"/> Psychology 202-Devel Psych (3) |
| <input type="checkbox"/> Geography 104-World Geog-East (3) | <input type="checkbox"/> Psychology 203-Educ Psych (3) |
| <input type="checkbox"/> History 101-Western Civ I (3) | <input type="checkbox"/> Psychology 204-Social Psych (3) |
| <input type="checkbox"/> History 102-Western Civ II (3) | <input type="checkbox"/> Psychology 207-Abnormal Psych (3) |
| <input type="checkbox"/> History 121-U.S. History I (3) | <input type="checkbox"/> Psychology 208-Develop Psych (3) |
| <input type="checkbox"/> History 122-U.S. History II (3) | <input type="checkbox"/> Sociology 101-Intro to Soc (3) |
| <input type="checkbox"/> History 205-U.S. Twentieth Cent (3) | <input type="checkbox"/> Sociology 202-Social Problems (3) |
| <input type="checkbox"/> Political Science 101-American Govt (3) | <input type="checkbox"/> Sociology 203-Soc of the Fam (3) |

COMPUTER SCIENCE (3 hours)

- | | |
|---|---|
| <input type="checkbox"/> Computer Science 100-Intro to Microcomp(3) | <input type="checkbox"/> Computer Science 172-Q-BASIC Program I (3) |
| <input type="checkbox"/> Computer Science 115-Bus. App. Microcomp (3) | <input type="checkbox"/> Computer Science 189 Intro Internet (3) |
| <input type="checkbox"/> Computer Science 131-EXCEL (3) | <input type="checkbox"/> Computer Science 190 Web Page Dev (3) |
| <input type="checkbox"/> Computer Science 133-ACCESS (3) | <input type="checkbox"/> Computer Science 191 Intro to HTML (3) |
| <input type="checkbox"/> Computer Science 155-Intro Windows (3) | <input type="checkbox"/> Computer Science 290 Intro to COBOL (3) |

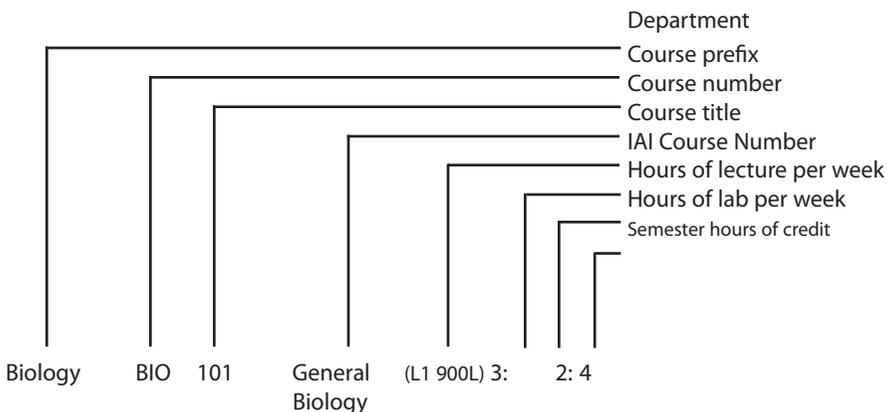
ELECTIVES (minimum of 20 hours)

Liberal Arts Curriculum

Course Listing System

The course descriptions which follow are listed alphabetically by department. Students intending to transfer to a senior college should check with the advisor to determine which specific courses satisfy transfer requirements.

Sample Course Listing:



Anthropology

ANT 102 Physical Anthropology 3:0:3

This course is designed to offer a survey of the theories, methods and interpretations current in the field of archaeology. Emphasis is placed on the study of archaeological sites from a variety of times and places around the world.

Art

ART 101 Basic Drawing 3:0:3

An exploration of the basic elements of drawing using a variety of traditional mediums. Studio fee.

ART 103 Ceramics 3:0:3

104 Possibilities and limitations of clay; techniques and use of tools. Designing and making pottery using coil, slab, and wheel techniques; decorating by slip, un-derglaze, 203 sgraffito, incising, and embossing; preparing simple glazes setting and firing kilns. 204 Studio fee.

ART 111 Art Appreciation (F2 900) 3:0:3

Survey covering a broad spectrum to introduce art styles, functions, mediums, and elements of visual art.

ART 121 Painting I 3:0:3

221 The fundamentals of painting with oil and acrylic. Stresses individual develop-ment and exploration of the media and compositional problems of painting. Studio fee. 222

ART 122 Painting II, III, IV 3:0:3

Includes a more extensive development of techniques and methods of apply ing paint. Color theory and a more in-depth look at painting in art history are inves-

tigated. Experimentation in a variety of mediums and styles is further encouraged. Studio fee. Prereq. ART 121.

- ART 123 Art History I (F2 901) 3:0:3
Emphasis will be on basic art, historical approaches, e.g., stylistic analysis, iconographic study, historical development of techniques, materials, and formats. Rudimentary art, historical terms, and concepts will be explained and essential vocabulary in the field stressed. A survey of visual art and artists from the Pre-Historic period through the Medieval Ages.
- ART 124 Art History II (F2 902) (Formerly ART 216) 3:0:3
The history and study of artists and their art in the fields of painting, sculpture, and architecture. A continuation of Art History I, focusing on visual art and artists from the Early Renaissance to Neo-Classical Period.
- ART 125 Art History III (F2 902) (Formerly ART 218) 3:0:3
The history and study of artists and their art in painting, sculpture and architecture from the Romantic Period, circa 1775 to the present. (A continuation of Art History II.)
- ART 126 Basic Design 3:0:3
An exploration of basic elements of design as they relate to composition and expression. Studio fee.
- ART 127 Drawing II (Formerly ART 133) 3:0:3
Includes advanced projects in drawing and a further investigation into drawing problems and mediums. Studio fee. Prereq. ART 101.
- ART 226 Drawing III, IV (Formerly ART 201 and 233) 3:0:3
227 Advanced investigation into drawing problems through a series of individual projects. Emphasis is on developing student's own personal expression and imagery. Studio fee. Prereq. ART 127.
- ART 229 Illustration (Formerly ART 227) 3:0:3
Expansion of the student's knowledge of the processes and techniques of illustration through analysis and research. Studio fee.
- ART 230 Design II (Formerly ART 228) 3:0:3
Advanced problems in design and a further investigation into design problems and mediums. Studio fee. Prereq. ART 126.

The Department of Visual Art reserves the right to keep for demonstration and exhibition, examples of work done by students for course requirements for a two-year period.

Biology

- BIO 101 General Survey of Biology (L1 900) (Formerly BIO 113) 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.
- BIO 102 General Biology (L1 900L) (Formerly BIO 101) 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. Laboratory exercises may include aspects of biochemistry, cell structure, cell physiology, reproduction, genetics, and evolution.
- BIO 103 General Zoology (Formerly BIO 102) 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.
- BIO 104 General Botany (L1 901 L) 3:2:4
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.

- BIO 106 Environmental Biology (L1 905L) 3:2:4
A laboratory science course developed around the study of natural and human-altered environments. Includes the study of the causes, effects, and possible control methods of various human-caused sources of pollution. Laboratory experience involves field work as much as possible. Experiences include biological sampling techniques, water testing, soil testing, comparison of several terrestrial and aquatic ecosystems and fundamentals of plant and animal classification.
- BIO 107 Anatomy and Physiology I 3:2:4
Anatomy and physiology is the study of the structure and functions of the various organs-systems of the human body. 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. Prereq. BIO 102.
- BIO 108 Anatomy and Physiology II 3:2:4
A continuation of the study of the structure and functions of the various organs-systems of the human body. 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. Prereq. BIO 107.
- BIO 112 Fundamentals of Nutrition 3:0:3
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.
- BIO 125 Tropical Ecology 3:0:3
This course presents principles of ecology, emphasizing plant and animal life and their interactions within tropical environments. Topics considered include life on land and water, population distributions and species interactions, landscape ecology, and threats posed by human activity. Concepts are applied through study of two Brazilian biomes, the Amazon rainforest and the Pantanal, and by contrasting human interventions and their consequences with those in North America.
- BIO 126 Tropical Field Ecology 3:1 week intensive:4
This course presents the same materials as BIO 125 plus a one week intensive field experience in the Pantanal, central Brazil. Laboratory exercises illustrate and emphasize important concepts encountered in the text and include activities such as field observations via horseback, boat and nocturnal outings, as well as specimen identification using measurement and taxonomic keys.
- BIO 130 Introduction to Evolution (L1 907) 3:0:3
This course examines the origin of life and its diversification from a scientific perspective. Included will be a description of population genetics, sources of genetic variation, 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.
- BIO 206 Emergency Medical Training 5:0:5
In this course, students will develop the skills required to perform emergency ambulance calls. They will be taught the role and responsibilities of the Emergency Medical Technician. They will perform activities related to lifting and moving patients, extricating patients from automobiles, fractures, injuries to the head, face, neck and spine, bleeding and shock, childbirth and child patients, cardiac arrest, mechanical aids to breathing, and other applications of emergency medical care.
- BIO 208 Microbiology 3:2:4
An introduction to the basic principles of microbiology with emphasis on identification, morphology, physiology, pathogenesis, and control of microorganisms, especially bacteria. Prereq. BIO 102.
- BIO 209 Medical Terminology (Formerly BIO 110) 2:0:2
This course covers materials which will aid students in nursing and medical-related fields including medical and dental secretaries. Topics covered include: the study of prefixes and suffixes used in describing medical terms, the charting symbols and

abbreviations as well as measurements and their conversions used in the medical field.

Broadcasting

- BRC 121 Introduction to Broadcasting** 2:0:2
This course examines radio broadcasting practices and principles, 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 formal conceptualization and execution. Students with a C or better in this class or the permission of the instructor may be involved in WLNx-FM, the student-operated radio station at Lincoln College.
- BRC 127 Audio Production for Radio** 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 WLNx-FM.
- BRC 128 News Production and Presentation** 3:0:3
An examination of the principles and practices of broadcast journalism, including the writing, reporting, and production of newscasts for radio and television. Ethics and communication law as it applies to broadcast news is also explored. No prerequisite.
- BRC 132 Radio/TV Station Programming** 3:0:3
This course examines radio and television programming practices and principles, including, but not limited to, competitive strategies, audience ratings and research methods, scheduling practices, cable TV, and emerging technology.

Business

- BUS 101 Financial Accounting** 3:0:3
Emphasis on the accounting cycle, accruals, current assets and liabilities, long-term assets and liabilities, stockholders' equity, and cash flow statements. Concepts of financial statements for external users.
- BUS 102 Managerial Accounting** 3:0:3
Accounting system for producing information for internal management. Emphasis on cost, profit analysis, budgeting, present value, performance evaluation, and other quantitative methods used for short and long term internal managerial decision making. Prereq. BUS 101.
- BUS 104 Business and Economic Statistics (M1 902)** 3:0:3
Application of statistical methods, and concepts to business. Basic definitions, descriptive measures, probability theory, frequency distribution, inference, hypothesis testing, regression, correlation, and nonparametric tests. Prereq. MAT 104 or MAT 135.
- BUS 105 Introduction to Business** 3:0:3
General survey of the field of business in our American free enterprise economy. 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. Recommended as first elective in business or economics curriculum.
- BUS 106 Business Mathematics** 3:0:3
A course in which students have the opportunity to develop skill in handling mathematics in business transactions, fundamental processes, percentage, discount, interest, profit and loss, payrolls, taxes, charges for credit, financial statements, insurance, stocks, bonds, metric system, inventories, depreciation, statistics, and annuities.
- BUS 113 Advanced Word Processing (Formerly BUS 136)** 3:0:3
This course will pick up where Introduction to Word Processing (BUS 130) leaves off. The content of this course will cover advanced word processing concepts as well as

advanced word processing applications. Topics covered will include such areas as mail merge, column and table layout, desktop publishing, math and spreadsheet features, and more of the difficult formatting that is involved in the creation of most business documents. Prereq. BUS 130.

- BUS 121 Data Entry 3:0:3
This course is designed to introduce students to basic data processing terminology and job tasks associated with inputting data (punched card and floppy disk) and terminal operation.
- BUS 125 Typewriting/Keyboarding I (Formerly BUS 111) 3:0:3
Keyboard mastery, accuracy, and speed development. Typing of personal and business letters, memos, and tables.
- BUS 130 Introduction to Word Processing 3:0:3
This course is an introduction to word processing, as well as the operational features of the word processing system through the use of hands-on exercises. The content of this course is designed to prepare the student for entry into the ever-growing field of word processing.
- BUS 133 Business Accounting with QuickBooks (Formerly BUS 113) 3:0:3
QuickBooks is an easy-to-use and full-featured accounting system for small businesses. A review of fundamental accounting concepts and principles through the use of QuickBooks and the analysis of business events. Students will learn to generate financial reports and explore budgeting, payroll, receivables and payables based on realistic cases.
- BUS 166 Management Information Systems 3:0:3
This is an elementary course in the fundamental concepts of business information systems and some of the tools used to increase the productivity of business managers. A basic introduction to word processing, spreadsheet, and database with emphasis on business applications.
- BUS 206 Business Law I 3:0:3
Business law and the legal environment of business; contracts agency, commercial paper, bailments, and personal property.
- BUS 270 Readings in Business Administration 1:0:1
This reading course in the literature of business administration includes recognized classics in the field and other significant contributions of both a theoretical and technical nature.

Chemistry

- CHM 101 Fundamentals of Chemistry (P1 902L) 3:2:4
A condensed course for non-science majors dealing with basic concepts and techniques of chemistry. Topics include atomic theory, stoichiometry, pH, solubility, radioactivity, and organic and biological chemistry.
- CHM 103 General Chemistry I (P1 902L) 3:4:5
General inorganic chemistry with emphasis on developing a chemical vocabulary and reasoning ability. Topics include atomic theory, bonding, energy relations, gas laws, solution systems, and oxidation-reduction. Prereq. MAT 101.
- CHM 104 General Chemistry II 3:4:5
A continuation of CHM 103. Topics include equilibria, thermodynamics, electrochemistry, descriptive chemistry of selected elements, nuclear chemistry, semimicro qualitative analysis, and an introduction to organic chemistry. Prereq. CHM 103.

Computer Science

- CSC 100 Introduction to Microcomputers 3:0:3
A basic introduction to the computer world with emphasis on operation, understanding and utilization of microcomputers.
- CSC 115 Business Applications for the Microcomputer 3:0:3
Designed for students majoring in business. A basic introduction to word processing, spreadsheet applications, database, and presentation software and Internet access methods. Basic management information systems and operating systems are reviewed.
- CSC 131 Excel (Formerly CSC 130) 3:0:3
A course appropriate for students who use the spreadsheet in business. The course will feature developing sample spreadsheets used in accounting, graphing techniques, macro programming and database functions. Hands-on activities to compose at least 75% of the course. Students will be encouraged to bring to class sample spreadsheet programs which they have encountered in job related activities. Prereq. CSC 100.
- CSC 133 Access 3:0:3
A course appropriate for students who need to use a relational database on the microcomputer. Emphasis will include hands-on database concepts plus introductory level entity-relation modeling techniques necessary to plan the database. Other topics to be covered will include: brief overview of database history, characteristics of a database management system, and an introduction to natural language and application generators. Hands on activities to compose at least 75% of the course will include the use of DB III+ to generate tables, sorting, programming, debugging, screen generation and report generation. Prereq. CSC 100.
- CSC 155 Introduction to Windows 3:0:3
This course is designed to prepare the student to use Microsoft Windows in the most efficient manner. The student should leave class with a very good understanding of what Microsoft Windows can do for them in a business type atmosphere.
- CSC 172 Q-BASIC Programming I (Formerly CSC 170) 3:0:3
This course is an introduction to computer programming and operation with microcomputers. Emphasis is on application in the business environment and includes hands-on machine experience. The course includes the learning of the QUICK BASIC language.
- CSC 189 Introduction to the Internet 3:0:3
This course emphasizes the development, use and potential of the Internet. Topics to be covered include: the World Wide Web, E-mail, Usenet, File Transfer Protocol and real-time communication. Skills necessary for publishing on the Internet will also be introduced.
- CSC 190 Web Page Development 3:0:3
This course is intended for beginner and intermediate HTML authors who wish to advance their skills and participate in a group project. Review of basic HTML with an emphasis on good design, utilizing common technologies and delivery techniques. Prereq. CSC 189 or permission of instructor.

Criminology

- CRM 110 Criminal Justice Administration 3:0:3

A survey of how the American criminal justice system operates from the moment an individual is arrested through incarceration and parole.

- CRM 204 Police and Law Enforcement Practices 3:0:3
Administrative police problems at the national, state, and local levels. Jurisdiction, personal standards, laboratory resources, techniques and procedures, Police records systems. Field work possible.
- CRM 205 Corrections 3:0:3
An introduction and survey course in corrections, philosophy, theory, and history of correction. Present day correctional institutions and their organization. Study of correctional treatment. Field work or description of practical application of theories. Prereq. CRM 110.
- CRM 206 Juvenile Delinquency 3:0:3
Social and personal factors in juvenile delinquency; relationship of disorganized areas of development and control of juvenile delinquency. Field work possible.
- CRM 209 Police Administration 3:0:3
The course emphasizes the basic principles of administration and management. It provides study of the types of law enforcement organizational structures as well as the responsibilities and interrelationships of administrative and line and staff services. Additionally, the course covers the implications of principles of human relations to effective performance. Problems of policy and procedure, field supervisory problems, institutional and disciplinary methods, motivation, leadership, planning, supervisory reporting, performance evaluation, and a historical overview of police organization are included. Prereq. CRM 204.
- CRM 212 Criminalistics 3:0:3
The course covers a detailed look at a crime scene and its investigation. The course will also cover techniques which are utilized in solving crimes. The student will have some practical hands on experience in basic finger printing.
- CRM 213 Fundamentals of Criminal Investigating 3:0:3
The course examines the role of criminal investigators in law enforcement. It will introduce the student to the investigative techniques performed by criminal investigators. Crime scene examination, evidence collection, the process of interviews and interrogations, and how to prepare a completed investigation for prosecution will be discussed.

Dance

- DAN 107 Dance Activities 1:0:1
108 A student run extracurricular, fine arts activity, open to all Lincoln College students
207 designed to encourage students to explore their movement potential through
208 dance performance and choreography. Development of individual choreography
and performance resulting in a concert.
- DAN 151 Introduction to Dance 2:0:2
Beginning to intermediate instruction in classical ballet.
- DAN 255 Modern Dance 2:0:2
Emphasis on understanding modern dance as a creative art form through technique,
improvisation, and composition. Provides concepts by which to appreciate dance
while providing elementary technical work. Introduces major modern dance tech-
niques and theories, basic movement vocabulary and basic elements of composition.
Emphasis on kinesthetic awareness of movement.
- DAN 256 Jazz Dance 2:0:2
Introduction to the dynamic, ever-changing genre of jazz dance. Instruction in jazz
dance technique specifically safety, technique, discipline and creativity. Designed
to develop bodily strength, flexibility, control and endurance.
- DAN 257 Dance Composition 2:0:2
A beginning level composition class designed to help the student develop the ability
to communicate ideas using the body as the instrument of expression. Prereq. DAN
151, 255, 256 or consent of instructor.

Economics

- ECO 107 Principles of Macroeconomics (S 3 901) 3:0:3
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.
- ECO 108 Principles of Microeconomics(S 3 902) 3:0:3
An introduction to the principles of economics stressing supply and demand, profit
maximization under varying conditions of competition, factor pricing, industrial and
labor organization, and comparative economic systems.

Education

- EDU 100 Academic Development Seminar 3:0:0
The A.D.S. is designed to improve study skills, study habits, writing skills, reading
vocabulary and comprehension, and to orient the students to the use of a college
library and other resource centers. The small group and tutorial sessions combine
the motivational advantages of peer involvement with the educational benefits of
an individualized program.
- EDU 104 Introduction to Education (Formerly EDU 101) 3:0:3
Introduction to teacher education, growth of American public education, social
foundations of education, current problems and controversies.
- EDU 110 Introduction to Early Childhood (Formerly EDU 102) 3:0:3
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.

- EDU 111 Introduction to Special Education 3:0:3
 This course will explore the psychological effects of handicap and will survey adaptations in educational technique designed to teach the mentally retarded, the blind, the deaf, the physically handicapped, the socially maladjusted, the emotionally disturbed, and the learning disabled. Field trip opportunities supplement the class work.
- EDU 113 Introduction to Academic Inquiry 3:0:3
 This course is designed to provide students with an opportunity to explore ways of knowing in 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.

English

- ENG 101 English Composition I (C1 900) 3:0:3
 The study and practice of expository writing with emphasis on the development of effective written communication. This course is supported by individual and group tutoring programs offered through Student Services. Four-day-a-week sections are scheduled for students who need extra assistance.
- ENG 102 English Composition II (C1 901R) 3:0:3
 A continuation of English 101 through the writing of themes and experimentation in a variety of written forms; emphasis on critical reading as well as writing and on the applied principles of research. Four-day-a-week sections are scheduled for students who need extra assistance. Prereq. ENG 101.
- ENG 103 News Writing 3:0:3
 Principles and practices of gathering and writing the news, including the elements of news, basic news story form, variations of the basic form, and responsibilities of the journalist. Writing for the student newspaper is an integral part of the course.
- ENG 104 News Editing 3:0:3
 Principles and practices of copy handling, including editing for grammar, style and content, headline writing, page layout, as well as continued work in newswriting. Writing and editing for the student newspaper are integral parts of the course.
- ENG 105 Introduction to Literature (H3 900) 3:0:3
 A study of the fictional, poetic, and dramatic genres. Attention to selected readings from various eras and nations.
- ENG 106 Non-Western World Literature (H3 908N) 3:0:3
 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.
- ENG 109 Women In Literature 3:0:3
 Course examines literature for 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 in to literature as a vocation. Will examine British, American and world literature by women through the nineteenth century until modern day.
- ENG 112 Introduction to Journalism 3:0:3
 A study of newspapers as a major medium of communication and an important source for information. Theory and practice in gathering news and writing editorials and news stories, with some attention to copy reading and proofreading.

- ENG 130 Introduction to Mass Communications 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.
- ENG 200 Creative Writing 3:0:3
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.
- ENG 201 American Literature I (H3 914) 3:0:3
A survey of American literature from colonial days to 1860 with emphasis on major authors and works.
- ENG 202 American Literature II (H3 915) 3:0:3
A survey of American literature from the Civil War to the present with emphasis on major authors and works.
- ENG 203 Introduction to Technical Writing 3:0:3
The 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. Prereq. ENG 101 and/or ENG 102.
- ENG 207 British Literature I (H3 912) 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.
- ENG 208 British Literature II (H3 913) 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.
- ENG 211 Studies in Literature 3:0:3
A course with choice of material determined by the interests of the teacher and students; offered as a class or arranged study. If arranged study, written permission required of the student's advisor and of the English teacher directing the project.
- ENG 212 Modern Drama 3:0:3
The study of representative dramatic literature of the world from the time of Ibsen to the present and of the forces that have influenced modern drama and theatre.
- ENG 213 Advanced Expository Writing 3:0:3
This course involves extensive writing of essays developed at an advanced level of depth and sophistication. Forms of writing and techniques of research in the sciences, the social sciences, and the humanities are emphasized.

Geography

- GEO 101 Physical Geography (P1 909) (Non-Lab) 3:0:3
An introduction to the Earth's weather and climate, hydrology, soils, and landforms is presented in this course. The theory of the the Earth's physical systems of plate tectonics will be discussed along with its relationship to landforms.

- GEO 102 Physical Geography (P1 909L) (Formerly GEO 101) 3:2:4
The physical aspects of planet earth are surveyed, emphasizing the origin and spatial distribution of such features as weather and climate, hydrology, soils, and landforms. Pertinent environmental problems will be considered. Laboratory exercises may include interpretation of weather and landform maps, rock and mineral identification, weather instruments and observations, and soil properties.
- GEO 103 World Geography—West (S4 901) 3:0:3
A study of the material and cultural landscapes of nations dominated by Western cultural influences. Introduces fundamental geographic concepts including map analysis along with a survey of economic productivity, political forces, demographic elements, and historical events which contribute to the overall condition of those nations as members of the global community.
- GEO 104 World Geography—East (S4 902N) 3:0:3
A study of the material landscapes of nations dominated by Eastern Hemisphere cultural forces. Examines origin, diffusion, and distribution of the world's oldest cultural hearths across Africa and Eurasia. Includes the study of achievements of contemporary Eastern Hemisphere nations to develop their physical and cultural resources in the post-industrial world economy.

Geology

- GEL 101 Geology (P1 907L) 3:2:4
The 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. Laboratories include rock, mineral, and fossil analysis and the interpretation of topographic maps, geologic maps and stereograms.

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. One of the credit hours earned in this course may be applied toward the physical education degree requirement.

History

- HIS 101 Western Civilization I (S2 902) 3:0:3
Surveys the historical evolution of Western Civilization from the dawn of history through the Renaissance and the rise of the Nation-State system.
- HIS 102 Western Civilization II (S2 903) 3:0:3
Continuation of History 101 from Louis XIV to the present.
- HIS 121 United States History I (S2 900) 3:0:3
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 are emphasized.
- HIS 122 United States History II (S2 901) 3:0:3

Continuation of History 121 from the Civil War to the present.

- HIS 129 The African-American Experience 3:0:3
This course examines the people, events, and forces which have shaped our 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 our founding to the present. The class will gain, through exploration of stories and even objects, an appreciation for the "experience" of Black America.
- HIS 205 The United States in the Twentieth Century 3:0:3
Traces the great change in the United States from the 20th century's dawn to its end. 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.
- HIS 211 Life of Lincoln and the Civil War 3:0:3
A survey of the important history and events affecting the life of Abraham Lincoln and the Civil War will be studied. Use of Lincoln College's special collections of books, pamphlets as well as the writings of Abraham Lincoln will be included in the study.

Humanities

- HUM 106 Humanities I (H 9 900) 3:0:3
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.
- HUM 107 American Studies I (H 9 903D) 3:0:3
Through an interdisciplinary study involving literature, philosophy, and history, this course focuses on American cultures, especially popular culture.
- HUM 108 Humanities II (H 9 900) 3:0:3
Modern studies. Through an interdisciplinary study involving literature, philosophy, and history, this course focuses on the development of the 15th through 20th century cultures.
- HUM 120 Introduction to Film Study 3:0:3
An introduction to film as an art form, emphasizing a study of the aesthetic and production elements of the medium, including narrative genres, directorial style, cinematography, acting, and editing. Course includes screenings, readings, written essays and on-line discussion boards.
- HUM 144 Cultural Expressions of Gender 3:0:3
This course explores the ways gender, sex, class, race and nationality intersect to shape our experience, our culture, and social institutions. Various theories will be surveyed as well as analysis from scholars in the field. We then situate these theories in global and historical perspectives. Areas of analysis include social institutions such as family, education, work, media, sport and cultural representations of gender.
- HUM 210 American Studies II 3:0:3
A study of the topics and methods of the interdisciplinary study of American culture. Students examine the perspective of American Studies and complete an American Studies project.

Independent Study

176
276
277 Independent Study

1-2:0:1-2

Interdisciplinary Studies

- IDS 290 Interdisciplinary Studies Seminar (Formerly 295, 296 and 297) 1:0:1
291 A seminar class designed for discussions and presentations of material appropriate
292 to critical thinking.
- IDS 295 Critical Thinking in Arts (Formerly 290 and 291) 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. For students with a minimum of a 3.00 grade point average.

Mathematics

- MAT 100 Introduction to Mathematics 5:0:3
This course develops basic math skills including fundamental operations with whole numbers and study of fractions, decimals, ratios, proportions and percents. Pre-algebra skills covered include signed numbers, order of operations, formulas, basic equations, basic exponent laws, word phrases and basic word problems. A laboratory experience will be provided to aid in identifying and remedying special problems of the student.
- MAT 101 Intermediate Algebra 4:0:4
The student who has had some algebra is offered the opportunity to review and extend knowledge of the algebraic structure of the real numbers. This course begins with elementary algebra and carries through quadratic equations, systems of equations, and inequalities both linear and quadratic, complex numbers and exponents. Prereq. MAT 100 or at least one algebra course in high school.
- MAT 104 College Algebra (Formerly MAT 103) 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 or standard calculus course, or (c) to simply satisfy a liberal arts requirement. Topics include the algebra of functions (polynomial, rational, exponential, logarithmic), graphing, conic sections, solving equations including systems. Prereq. MAT 101 or two algebra courses in high school.
- MAT 105 General Education Mathematics (M1 904) (Formerly MAT 110) 3:0:3
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 is studied in depth: geometry, counting techniques and probability, graph theory, logic game theory, linear programming, and statistics. The use of calculators and computers is strongly encouraged. Prereq. MAT 101 or high school intermediate algebra and geometry.
- MAT 107 Basic Concepts of Mathematics I 3:0:3
Topics to be covered 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. Prereq. is high school algebra and geometry.
- MAT 108 Basic Concepts of Mathematics II (M1 903) 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 semesters 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. Prereq. MAT 107.

MAT 110	Elementary Statistics (M 1 902) (Formerly MAT 102)	3:0:3
	An introductory course in elementary statistics designed for the liberal arts student. Topics covered include distributions, estimation, hypothesis testing, correlation, and regression. Prereq. MAT 101 or two years of high school algebra and geometry.	
MAT 126	College Algebra and Trigonometry (Formerly MAT 104)	4:0:4
	This course is designed for the student who needs some advanced mathematics, a terminal course, or a prerequisite for calculus. Elementary functions and their graphs and applications are studied. Topics include polynomials, rational and algebraic functions, exponential logarithmic and trigonometric functions. Prereq. MAT 101 or two solid algebra courses in high school.	
MAT 128	Trigonometry (Formerly MAT 105)	2:0:2
	This course serves as a prerequisite for a standard calculus course. Topics include basic trigonometric functions, graphing trigonometric functions, trigonometric identities and equations, inverse trigonometric functions, polar coordinates, and complex numbers. Prereq. MAT 103 or high school equivalent.	
MAT 130	Calculus and Analytic Geometry I (M1 900-1) (Formerly MAT 106)	4:1:4
	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. Prereq. MAT 126 or equivalent.	
MAT 131	Business Calculus (M1 900-B)	4:0:4
	A continuation of MAT 130 designed for the business and social science student. Topics covered include: algebra review, nonlinear functions, differentiation, antidifferentiation, definite integral and multivariate calculus. Prereq. MAT 104.	
MAT 135	Finite Mathematics (M1 906) (Formerly MAT 120)	4:0:4
	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. Prereq. MAT 104.	
MAT 231	Calculus and Analytic Geometry II (M1 900-2) (Formerly MAT 203)	4:1:4
	Continuation of MAT 130. Topics covered include differentiation and integration of trigonometric, logarithmic and exponential function, polar coordinates, hyperbolic functions, techniques of integration, analytic geometry, and infinite series. Prereq. MAT 130.	
MAT 232	Calculus and Analytic Geometry III (M1 900-3) (Formerly MAT 204)	4:1:4
	Continuation of MAT 130 and MAT 231. Topics covered include partial differentiation, multiple integrals, elementary complex variables, elementary differential equations, line and surface integrals, and vectors. Prereq. MAT 231.	
MAT 233	Differential Equations (Formerly MAT 205)	3:0:3
	An arranged study 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 first order equations, second order equations, general linear equations, existence theorems, Laplace Transforms, and numerical methods of solutions. Prereq. MAT 232.	

MAT 234 Linear Algebra (Formerly MAT 206) 3:0:3
 An arranged study 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 matrices, vector spaces, determinants, linear transformations, inner products and orthogonality, eigenvalues, and eigenvectors. Prereq. MAT 232.

Music

MUS 101 Foundations of Music 3:0:3
 Study of clefs, notations, rhythm, scale structures, pitch and melodic writing.

MUS 105 Beginning Class Piano 2:0:2
 Beginning instruction in piano.

MUS 106 Intermediate Class Piano 2:0:2
 107 Group piano instruction for the student who has progressed beyond the beginning
 206 stage. Prereq. MUS 105 or audition placement.
 207

MUS 109 Lincoln College Chorale 1:0:1
 110 A mixed vocal group. Although previous choral experience is desirable, it is not es-
 209 sential. This group represents the College at official functions and performs several
 210 times during the year.

MUS 111 Beginning Voice 2:0:2
 Instruction in the elements of voice production.

MUS 116 Music Appreciation (F1 900) 3:0:3
 A music listening course surveying historical trends and styles of music from me-
 dieval times to the present; a study of composers, their lives and music.

MUS 117 Express 1:0:1
 118 The Express is a traveling, performance group that incorporates choreography and
 217 vocals and represents Lincoln College at a variety of functions. The group consists
 218 of females and males and is by audition only. Auditions are held at the beginning
 of each semester.

Private Lessons

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 \$150/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.

MUS 120-121-220-221	Private Piano
MUS 122-123-222-223	Private Voice
MUS 124-125-224-225	Private Brass
MUS 126-127-226-227	Private Woodwinds
MUS 128-129-228-229	Private Percussion
MUS 132-133-232-233	Private Guitar

MUS 138, 139 Jazz Ensemble 4:0:4
 238 This is a performance group studying instrumental Jazz in an ensemble setting.
 239 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

MUS 140	Introduction to Musical Theatre	3:0:3
	A study of the basic elements of American and musical theatre both past and present.	
MUS 141	Music Theory I, II, III, IV	4:0:4
142	The four courses, each one semester in length, are designed to present the theory	
241	of music to prepare the student for further study. The sequence of courses will include	
242	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.	
MUS 146	Jazz Choir	1:0:1
147	Choral music for female, male and/or mixed ensembles will be studied by means	
148	of rehearsal and performance. Jazz choir is a performance-based group and will	
149	perform a variety of music genres including Broadway, Jazz, Pop 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.	
MUS 152	Jazz Combo	1:0:1
251	This is a smaller instrumental performance group which accompanies the traveling	
252	performance group Express. Students in this group will concentrate on smaller group study and performance of contemporary and period music in relationship to the Express, along with smaller "combo" settings. Students may elect this course each semester they are enrolled at Lincoln College.	
MUS 211	Class Voice	2:0:2
	Group instruction in the elements of voice production.	
MUS 219	Music History and Literature I (F1 901)	3:0:3
	This course is designed as a first course for music majors, or those who are very interested in music and who have a good musical background, and will include a general view of the development of western music and its literature. It covers music from medieval times to 18th century and deals with broad historical lines, comparisons of various styles in composition and performance, and gives the student a basis for further study in music history and literature.	

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

Philosophy

PHL 103	Introduction to Philosophy (H4 900)	3:0:3
	The course introduces some of the major fields, topics, concerns, methods and uses of philosophy; critical thinking is emphasized.	
PHL 105	Logic (H4 906)	3:0:3
	A study of methods of critical thinking which enable persons to distinguish between correct and incorrect reasoning, especially in problem solving regarding practical affairs. Attention focuses on problems in the use of language prejudices, confusion of issues, the detection of internal fallacies, and the rules for valid deduction and inductive reasoning. Emphasis may be on either classical logic or symbolic logic depending on the instructor.	

- PHL 107 Ethics (H 4 904) 3:0:3
 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 are studied and applied to various ethical issues.
- PHL 109 Reason, Faith and Truth 3:0:3
 A study of the primary beliefs we hold that shape our decisions and perceptions of the universe such as the nature and existence of a deity, ethics, afterlife, significance of man, and knowledge. Some time will be spent examining contemporary cultural expression of different belief systems.

Photography

- PHO 171 Basic Photography 3:0:3
 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.
- PHO 181 Applied Photography 1:0:1
 182 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. Prereq. PHO 171.
- PHO 281 Applied Photography 1:0:1
 Further exploration of photographic materials and techniques applying them to problems of contemporary aesthetic expression. Prereq. PHO 181, 182.
- PHO 282 Applied Photography 1:0:1
 The student prepares a body of related photographs based upon the student's interest in a particular idea or mode of working. Prereq. PHO 281 or permission of instructor.

Physical Education/Recreation

The following physical education activity courses are an introduction to the principles of life-long health and recreation and instruction in various indoor, outdoor and water sports and activities. All courses 2:0:1

Activity I	PER 150
Activity II.....	PER 151
Advanced Swimming.....	PER 161
Aerobics I	PER 164
Aerobics II.....	PER 165
Archery/Softball.....	PER 152
Badminton/Tennis.....	PER 156
Basketball/Softball	PER 180
Beginning Diving.....	PER 170
Beginning Swimming	PER 160
Beginning Wrestling.....	PER 182
Cardio Kickboxing.....	PER 184
Circuit Training I.....	PER 158
Circuit Training II	PER 159
Diving II.....	PER 270
Golf/Volleyball	PER 155
Racquetball	PER 162
Soccer/Recreational Games I... 54.....	PER 163

- PER 101 Introduction to Physical Education (Formerly PER 173) 3:0:3
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.
- PER 102 First Aid/Safety (Formerly PER 174) 2:0:2
First aid practices to give the student an appreciation of good safety habits. Designed to acquaint the student with manual and practical application of basic first aid methods.
- PER 103 Athletic Injuries (Formerly PER 175) 2:0:2
General first-aid practices with specific emphasis on care and prevention of athletic injuries. Taping and wrapping techniques. Discussion of general therapy for athletic injuries.
- 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. All courses 1:0:1.
- Varsity Baseball PER 228, 229, 230, 231
 - Varsity Basketball PER 224, 225, 226, 227
 - Varsity Cross Country PER 204, 205
 - Varsity Golf PER 200, 201, 202, 203
 - Varsity Soccer PER 208, 209 210, 211
 - Varsity Softball PER 216, 217, 218, 219
 - Varsity Spiritleading PER 220, 221, 222, 223
 - Varsity Swimming PER 232, 233, 234, 235
 - Varsity Volleyball PER 206, 207
 - Varsity Wrestling PER 212, 213, 214 215
- PER 105 Pool Management (Formerly PER 214) 2:0:2
This course is designed for the student wanting a background in natatorium operation. All aspects of pool operation are covered: facility sanitation, filtration methods, water purity testing, various types of instruction and supervision, and scheduling of the facility.
- PER 106 Officiating (Formerly PER 171) 2:0:2
This course is designed to acquaint the student with the rules and officiating techniques of a variety of sports through classroom work and actual experience with the College's intramural program.
- PER 109 Intramural Management (Formerly PER 213) 2:0:2
Organization and management of an intramural program. In addition to classroom work, actual experience in scheduling, coordination, promoting, and operation will be provided through the College's intramural program.
- PER 140 Lifesaving and Water Safety (Formerly PER 111) 1:0:1
Instruction and practice in lifesaving techniques. Open to all students with swimming ability. Certified by the American Red Cross.
- PER 182 Beginning Wrestling (Formerly PER 141) 1:0:2
This course is designed to introduce students to the sport of wrestling: rules, basic skills, and basic nutrition requirements needed for the sport.

- PER 260 History and Philosophy of Physical Education (Formerly PER 220) 3:0:3
An introductory professional course which includes historical background and philosophical issues related to physical education.

Political Science

- POS 101 American Government (S5 900) 3:0:3
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.
- POS 102 State and Local Government (S5 902) 3:0:3
Examines the structure, functions, and operation of American state and local government within the context of federalism.
- POS 201 Contemporary World Issues 3:0:3
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.

Psychology

- PSY 101 Introduction to Psychology (S6 900) 3:0:3
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.
- PSY 203 Educational Psychology 3:0:3
An examination of learning principles as they apply within and outside the classroom. Developmental factors, research, testing, teaching models, and social contexts will be considered.
- PSY 204 Social Psychology (S8 900) 3:0:3
A study of the social interaction of individuals and psychological principles and concepts involved in these relationships. Discussion of social perception, values, attitudes, prejudice, group dynamics, leadership, and other group processes. Prereq. PSY 101.
- PSY 207 Abnormal Psychology 3:0:3
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. Prereq. PSY 101.
- PSY 208 Developmental Psychology (S6 902) (Formerly PSY 202) 3:0:3
A preliminary survey of the psychosocial stages of human development through life. An introduction to the theories of human development with an emphasis on the application of the theories. Prereq. PSY 101.

Religion

- REL 102 Living Religions of the World (H5 904N) 3:0:3
An introduction to the field of the sociology of religion is 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.

Sociology

- SOC 101 Introduction to Sociology (S7 900) 3:0:3
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.
- SOC 201 Principles of Sociology 3:0:3
This course is designed to move the student to a higher level of thinking, analysis, and criticism by applying the sociological perspective to society and culture. By initiating thought and thinking relative to selected sociology principles, the student will come to understand how those principles operate in contemporary society and subsequently define the social order and culture. Discussions will also center on how those principles relate to the three theoretical perspectives: functional analysis, conflict theory, and symbolic interactionism.
- SOC 202 Modern Social Problems (S7 901) 3:0:3
The study of some of the major social problems facing man in the second half of the 20th century.
- SOC 203 Sociology of the Family (S7 902) 3:0:3
The roles and relationships of men and women to one another and to children in marriage and family in contemporary society.

Spanish

- SPN 101 Spanish I 4:0:4
A course for those who have no Spanish or who have had one year of high school Spanish. The primary emphasis is upon the development of audio-lingual skills in practical and realistic everyday situations that are immediately meaningful to beginning students and a thorough knowledge of basic structures and grammar and some practice in reading, writing, and culture.
- SPN 102 Spanish II 4:0:4
A continuation of Spanish I. This course includes a review of grammar, practice in conversation and composition plus reading of selected material. Prereq. SPN 101.
- SPN 103 Conversational Spanish 1:0:1
Emphasis on improving speaking proficiency and listening comprehension through free conversation and oral presentations. Stress on correct, idiomatic use of the Spanish language in everyday situations. Prereq. SPN 102.
- SPN 104 Conversational Spanish II 1:0:1
A continuation of Conversational Spanish . This course covers the essentials of Spanish for functional communication and develop proficiency through the use of progressively more demanding personalized oral exercises.

Speech

- SPE 101 Fundamentals of Speech (C2 900) 3:0:3
This course covers the basics of communication theory and listening as well as developing practical skills in public speaking. 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.
- SPE 103 Oral Interpretation 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.

SPE 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.

Theatre

THE 104 Introduction to Technical Theatre 3:0:3
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.

THE 106 Introduction to the Theatre (F1 908) 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.

THE 107 Dramatic Activities 1:0:1
108 Up to one semester hour of credit per semester is granted to students who participate
207 in any aspect of the productions of Lincoln College.
208

THE 111 Acting I 3:0:3
A workshop in acting in which the beginning steps in creating a role are introduced. Exercises in voice and stage movement.

THE 112 Acting II 3:0:3
Workshop in problems of acting which continues work begun in THE 111. Introduces techniques of characterization and style. Prereq. THE 111.

THE 113 Acting III (Formerly THE 211) 3:0:3
Continued development of the characterization and style for the serious acting student. Emphasis is on scene preparation from a variety of scripted materials. Choice of material is determined by the background of the student and may change from semester to semester. Prereq. THE 112.

THE 204 Stagecraft 3:0:3
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.

Associate in General Studies Degree

The Associate in General Studies degree is designed for students not intending to continue formal study beyond the junior college level and students for whom another degree does not seem appropriate. While coursework included in the program may transfer to a four-year college, the requirements for the General Studies degree do not satisfy general education requirements in most four-year colleges.

Requirements for the Associate in General Studies Degree

1. A cumulative grade point average of 2.00 or above.
2. Completion of ENG 101, ENG 102, and SPE 101.
3. Completion of at least 63 credits.

Illinois Articulation Initiative

Lincoln College is a participant in the Illinois Articulation Initiative (IAI), a statewide agreement that allows transfer of the completed Illinois Transferable General Education Core Curriculum between participating institutions. Completion of the General Education Core Curriculum at any participating college or university in Illinois assures transferring students that lower-division general education requirements for an associate's or bachelor's degree have been satisfied. This agreement is in effect for students entering an associate or baccalaureate degree-granting institution as a first-time freshman in summer 1998 (and thereafter).

Lincoln College Athletics . .

a great beginning



Administration & Faculty

Lincoln College, Lincoln, IL

- Debbie Ackerman Vice President Institutional Advancement
A.A., Lincoln College
B.A., University of Illinois at Springfield
M.S., Illinois State University
- Laura AdamsAssistant Director of Food Services
- Peggy Antoine..... Admissions Coordinator/Counselor
- Tom Baer..... Instructor Language & Humanities
A.A., St. Petersburg Junior College
B.A., University of North Florida
M.A., Illinois State University
- Joe BakerAssistant Professor Criminology/ Political Science
A.A., College of DuPage
B.A., Sangamon State University
M.A., University of Illinois at Springfield
- Mari J. Baker Assistant Professor Mathematics
B.A., Elmhurst College
M.S., Illinois State University
- Jessica Bishop.....Admissions Counselor
B.A., Eastern Illinois University
M.A., Eastern Illinois University
- Jim Bixby Dean of Student Services
B.S., Bradley University
M.A., Bradley University
- Erik Boehmke.....Instructor Music
B.A., Augustana College
M.M., Baylor University
- Jan Bowers..... Associate Professor Mathematics
A.A., Lincoln College
B.S., Illinois State University
M.S., Illinois State University
- Gretchen Bree.....Admissions Counselor
A.A., Lincoln College
B.S., Illinois State University
- Barbra Burdett..... Instructor Biology/ Anthropology
A.A., Lincoln College
B.S., Millikin University

- June BurkeLibrarian
 B.S., Western Illinois University
 M.L.S., Dominican University
- Patrick BurkeAssistant Professor Business /Economics
 B.B., Western Illinois University
 M.A., Western Illinois University
- G. Dennis Campbell..... Professor Biology/Geology
 B.S., Texas Tech University
 M.S., Texas Tech University
 Ph.D., University of New South Wales, Australia
- Jennifer CiaccioAssistant Professor English
 B.S., Millikin University
 M.A., Indiana State University
- Kelly Colgan.....Assistant Director of Admissions
 B.S., Bradley University
- Ron CraigDirector of Building and Grounds
- Judith Cortelloni.....Assistant Professor English
 A.A., Lincoln College
 B.S., Illinois State University
 M.A., Illinois State University
- Cindy Eack..... Instructor Computer Science/Speech
 B.S., Southern Illinois at Carbondale
 M.A., University of Illinois at Springfield
- Greg Eimer, C.P.A..... Vice President of Financial Services and Administration
 B.S., Illinois State University
- A. Gigi FanslerExecutive Vice President, Normal Campus
 B.A., Illinois State University
 M.A., Illinois State University
 Ph.D., Illinois State University
- Karin Franz Instructor English/Humanities
 B.S., Illinois State University
 M.A., Illinois State University
- Stephanie Gaddy.....Director of Office of Disabilities/
 Assistant Professor Education/Psychology
 B.S., Illinois State University
 M.S.Ed., Illinois State University
 Ed.D., Illinois State University
- Tami Goodrich Assistant Professor Computer Science/Dance
 A.A., Stephens College
 B.S., Illinois State University
 M.S., Illinois State University

Kathy Papesch Controller
 B.S., Illinois College

Allen Pickering Vice President of College Relations/
 B.S., Illinois State University Dean Emeritus/Director of Athletics
 M.S., Northern Arizona University

Jeannine Pickering..... Associate Professor Computer Science/Psychology
 B.S., Western Illinois University
 M.S., Illinois State University

Katrina Ross..... Instructor Mathematics
 B.A., Eureka College

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 B.A., Eastern Illinois University
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Randall Schrader..... Director of Information Technology/
 A.A., Lincoln College Computer Science
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Jake Sexton.....Instructor Health/American Government
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 B.A., Lewis University

Steve Snodgrass Director of Student Development
 A.A., Illinois Central College

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 B.A, Lincoln Christian College Philosophy
 M.A., Lincoln Christian Seminary

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

Kevin Stephens Director of Financial Aid
 B.S., Illinois Wesleyan University

John Stoltzenburg Director of Intramurals and Special Programs
 A.A., Lincoln College
 B.S., Illinois State University

Bridgett Thomas Director of Residential Life
 A.A., Lincoln College

Tony ThomasInstructor/ Baseball Coach
 A.A., Lincoln College Assistant Women’s Basketball Coach
 B.S., Millikin University

Mark Tippett..... Instructor English/ Volleyball Coach
 A.A., Belleville Area College
 B.A., Millikin University

Warren Wendlandt.....Director of Food Services

John Welter.....Associate Professor History/Religion
 B.S., Kansas State University
 M.A., Eastern New Mexico University

M. Michelle Williams.....Director of Counseling
 B.A., Blackburn College
 M.A., University of New Haven

Carol Wilson.....Assistant Professor Mathematics/
 B.S., Illinois College
 M.Ed., University of Southern Mississippi
 Women's Basketball Coach

For more information about Lincoln College visit us online at:

www.lincolncollege.edu

Choosing a college is an important and sometimes difficult decision. Catalogs, letters, brochures - all are helpful but none can replace seeing the campus and meeting the personalities who make up the Lincoln College community. Plan a visit soon by calling our Admissions Office at 800/569-0556. We are here to welcome you on weekdays from 8:00 a.m. to 5:00 p.m. and on Saturdays by appointment only.



Each year scholarship awardees meet their donors at the annual Scholarship Donor Reception held during Parent's Weekend in October. Shown above is past Mark Cummings and the John G. Smerek Charitable Trust Foundation Award Scholarship Recipient.



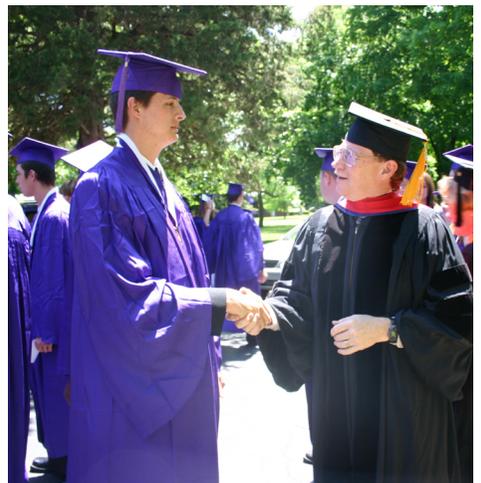
Annual Leaf Raking Community Service Project by Lincoln College Student Senate and Admission Ambassadors



Lincoln College students share their LYNX pride in the annual Lincoln Homecoming parade.



Lincoln College is an excellent choice for students who want a two-year residential experience in a supportive academic atmosphere.



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The information contained in this Catalog states current information and policies which are subject to change as required. The statements contained herein are not to be regarded as an offer to contract.

