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# 2019-2020 Graduate Catalog

# Introduction

## A Word from the President

Thank you for your interest in Lancaster Bible College | Capital Seminary & Graduate School. There is a definable difference in the outcome of students who pursue and complete biblical higher education, and I am thrilled that you are considering LBC | Capital.

As you decide where God calls you to study and what is of utmost importance in your educational experience, consider these distinct characteristics that set LBC | Capital apart:

### We intentionally engage in...

**Biblical higher education** involving extensive and serious study of God's eternal Word

**Transformational higher education** calling students to explore the moral and ethical implications of what they are studying

**Experiential higher education** facilitating service learning opportunities through which we help students discover and develop their own distinctive God-given gifts, passions, and sense of calling

**Purposeful higher education** educating Christian students to think and live a biblical worldview and to proclaim Christ by serving Him in the Church and society

I count it a privilege to be involved with committed Christians of all ages, just like you, who want to grow and study through a balanced biblical experience.

Whether you are just beginning your educational journey or returning to complete or add a degree, I believe you will be particularly impressed with the people at this institution. Our faculty, staff, and administrators will encourage you and engage with you academically, spiritually, and experientially. We call this life on life learning at its best.

LBC | Capital students are on a journey to make a difference, to serve God, and to help others. As you seek God's will for your life, considering joining us on the journey!

Cordially in Christ,

Peter W. Teague, EdD

President

## About LBC | Capital

Lancaster Bible College | Capital Seminary & Graduate School offers a wide range of programs, from Equip, courses designed to provide educational opportunities for the Christian community, to Doctoral programs. Our programs are offered in three locations – Lancaster; Philadelphia; and Washington, DC with instructional sites in Boca Raton, FL and Kampala Uganda. In addition, we offer fully online degree programs. The information below provides a brief description of this range of academic opportunity.

### Traditional Undergraduate Degrees

On our Lancaster Campus, you will find the traditional undergraduate program, designed for students seeking the traditional college experience. These students are usually of traditional college age (18-24), may commute or live on-campus, and have a variety of student life experiences offered to them including athletics, student organization, performance opportunities and more. A traditional fall and spring semester are offered, along with some courses during winterim and summer.

## Accelerated Undergraduate Degrees

Lancaster Bible College | Capital Seminary & Graduate School's Accelerated Undergraduate Degrees is a flexible, fast, and innovative educational program designed for busy adults. For those with busy schedules that cannot accommodate our day-time, semester-long traditional programs, evening and online courses in an accelerated format are offered year-round, which helps students better balance their studies with their work and life. Locations where accelerated courses are offered include Lancaster, Philadelphia, Washington, DC and fully online.

## Capital Seminary and Graduate School

Because Lancaster Bible College | Capital Seminary & Graduate School uses a cohort model and a blended learning experience (in-class and online), students can stay in their current work and ministry contexts while earning their master's or doctoral degrees.

## History

Lancaster Bible College was founded by Henry J. Heydt in September 1933, as Lancaster School of the Bible. Eight students were enrolled in the original class which met in the Convention Hall at West Orange and Pine Streets in Lancaster. In 1934, 1939, and 1941, the school relocated several times. However, on May 2, 1957, Mr. and Mrs. J. Martin Esbenschade presented the school with an eighteen acre tract of land, which, after extensive renovations of the buildings, became the new campus in Manheim Township, Lancaster County, Pennsylvania. Residence halls were constructed in the 1960s, an auditorium/gymnasium and dining hall in the 1970s, and by 1994 significant additional acreage was acquired. The current campus encompasses approximately one hundred acres.

The abbreviated timeline that follows chronicles God's faithfulness in growing the ministry of Lancaster Bible College.

September 1933	Eight students were in the first class.
December 1939	Degree of incorporation was granted by the Court of Common Pleas.
September 1944	The Corporation resolved that the name of the school should be Lancaster School of the Bible and School of Theology.
July 1962	The name was changed to Lancaster School of the Bible.
November 1964	The college was approved as an accredited member of the Association for Biblical Higher Education (ABHE), then known as the Accrediting Association of Bible Colleges.
May 1973	Upon provisional approval to grant degrees from the Commonwealth of Pennsylvania's Department of Education, the official designation became Lancaster Bible College.
January 1981	Pennsylvania Department of Education (PDE) granted permanent approval to Lancaster Bible College to award the Bachelor of Science in Bible degree.
November 1982	PDE approved a two-year program for offering the Associate of Science in Bible degree.
December 1982	Middle States Commission on Higher Education (MSCHE) granted accreditation to LBC.
May 1991	Elementary Education program received certification by PDE.
December 1993	Graduates of the Elementary Education program were approved to receive the Bachelor of Science in Education degree.
August 1994	Graduate School launched with PDE approval to award the Master of Arts in Bible and the Master of Arts in Ministry degrees. First classes were held January 1995.

June 1997	Comprehensive self-study and reaffirmation by ABHE and MSCHE.
April 2000	Two additional graduate degrees, the Master of Arts with programs in counseling, and the Master of Education with programs in school counseling were approved.
September 2001	Good Shepherd Chapel was dedicated.
November 2001	Health & Physical Education program received state certification. Graduates of these programs receive dual certification from PDE and ACSI.
November 2003	Peterson Hall completed and occupied.
February 2005	MEd Consulting Resource Teacher program was added. Certification from PDE was approved in Elementary School Counseling, Secondary School Counseling, Reading Specialist and Music Education.
February 2007	MSCHE & ABHE approved the offering of the Bachelor of Science in Bible degree completely online through the degree completion program.
June 2007	Comprehensive self-study and reaffirmation by ABHE and MSCHE.
September 2007	The first two, combined bachelor's/master's programs were offered in professional counseling.
October 2007	Esbenshade Hall, formerly a residence hall, was renovated and repurposed as Esbenshade Enrollment Management Center.
March 2009	MSCHE & ABHE approved the offering of the Concentrated Bible Course Certificate completely online.
May 2009	Mental Health Counseling and Marriage & Family Counseling programs were approved to be offered as bachelor's/master's programs.
August 2010	Membership in NCAA Division III approved.
December 2010	LBC received approval from PDE to grant its first doctoral degree, the Doctor of Philosophy in Leadership.
March 2011	Communication was added as an undergraduate major.
September 2011	Married student apartments constructed in 1967 were renovated into Weber Hall.
June 2012	The Commonwealth of Pennsylvania enacted legislation eliminating program approval requirements for some institutions, enabling LBC to add new degree programs at any level.
August 2012	Teague Learning Commons was dedicated, a 40,000 square foot facility housing the Charles and Gloria Jones Library and an array of learning support services.
August 2012	Partnership launched with Philadelphia Center for Urban Theological Studies
January 2013	LBC acquired the academic programs of Capital Bible Seminary and absorbed the students of Washington Bible College, opening a site in Greenbelt, MD.
April 2013	The Trust Performing Arts Center was opened in downtown Lancaster.

August 2013	LBC partnered with OneLife, a gap year program, to offer our one year certificate within the parameters of their on-campus model.
September 2013	Partnership launched with Memphis Center for Urban Theological Studies.
February 2014	ABHE granted approval for PhD Biblical Studies and an additional location in Greenbelt, MD.
September 2014	Business Administration was added as an undergraduate major.
January 2015	Partnership formalized with Compassion International and Pastors Discipleship Network in Uganda.
August 2015	A new Residence Hall was completed mirroring Peterson Hall, constructed in 2003.
March 2016	The Charles Frey Academic Center was completed, a 49,475 square foot academic hub serving as the nerve center for our online efforts, housing six of our seven core academic departments, and providing additional technology and learning space for our undergraduate, masters, and doctoral students.
Fall 2017	Reaffirmation of accreditation by MSCHE
Spring 2018	Reaffirmation of accreditation by ABHE

Dr. Peter W. Teague is the current president of Lancaster Bible College since 1999. Former presidents include: Dr. Gilbert A. Peterson (1979-1999), Dr. Stuart E. Lease (1961-1979), Dr. William J. Randolph (1953-1961), and Dr. Henry J. Heydt (1933-1953).

## LBC | Capital: Mission, Vision, and Core Values

The institution offers a full range of collegiate programming, from noncredit biblical enrichment to undergraduate, master's, and doctoral degree programs. Since 1933, the college's Bible-centered education has helped students follow God's plan for their personal and professional lives. Studies take place in a caring environment that integrates biblical teaching across a culturally diverse curriculum. Its faculty bring a wealth of academic credentials and real-world experience to each class.

### Mission

Lancaster Bible College exists to educate Christian students to think and live a biblical worldview and to proclaim Christ by serving him in the Church and society.

### Vision

Lancaster Bible College will be a premier learning community that intentionally develops the head, heart, and hands of servant ministry leaders for global impact.

### Core Values

Lancaster Bible College has established a set of core values to serve as the compass for fulfilling its mission. The LBC experience is an important factor in the development of ministry leaders. LBC's core values are as follows:

1. Committed to premier biblical higher education as evidenced by the encouragement of a Christ-centered learning community.
2. Committed to institutional excellence as evidenced by providing and maintaining God-honoring resources.

3. Committed to institutional distinctiveness as evidenced by preserving the integrity of our mission and legacy while planning for the future of the college.
4. Committed to a biblical foundation as evidenced by the teaching of sound doctrine and the proper interpretation of Scripture in accordance with our statement of faith.
5. Committed to a spiritual foundation as evidenced by providing an environment which encourages spiritual life and growth.
6. Committed to developing students for a ministry and service mindset as evidenced by preparing them both academically and experientially to serve Christ in the Church and society.
7. Committed to exemplifying a ministry and service mindset as evidenced by exerting a positive Christian influence both locally and globally.

## Statement of Faith

Since its founding in 1933, the college has maintained an un-qualified commitment to an historic, orthodox position on essential doctrines of the faith as expressed in this document. A statement of faith is central to the college's identity, serving as a unifying and clarifying document in an age of theological shifting and confusion. Hermeneutically, the college approaches Scripture from a grammatical, historical, and contextual viewpoint.

## The Scriptures

We believe the Scriptures of the Old Testament and the New Testament are the Word of God and are verbally inspired of God and inerrant in the original writings. We believe that this inspiration extends equally and fully to all parts of the Scriptures, and that they are the supreme and final authority in faith and life. *John 17:17; Galatians 3:16; 2 Timothy 3:16-17; 2 Peter 1:19-21.*

## The Godhead

We believe in one God eternally existing in three persons: the Father, the Son, and the Holy Spirit, each having precisely the same nature, attributes, and perfections. *Matthew 28:19-20; John 1:1-2; Acts 5:3-4; Colossians 2:9.*

## Jesus Christ-His Person and His Work

We believe that the Lord Jesus Christ is fully God and fully man. He was eternally begotten of the Father, conceived by the Holy Spirit, and born of the Virgin Mary. We believe that Jesus Christ died for the sins of the whole world as the substitutionary sacrifice, that His crucified body was raised from the dead, and that He ascended into heaven to appear before the Father as our High Priest, Advocate, and Mediator. *Luke 1:35; Romans 9:5; 1 Corinthians 15:1-3; Philippians 2:6-11; Colossians 1:15-17; 2:9; Hebrews 4:15; 9:24; 1 Timothy 2:5; 1 Peter 1:3; 2:24; 3:18; 1 John 2:2.*

## The Holy Spirit

We believe that the Holy Spirit came in a special sense on the Day of Pentecost, indwelling every believer. In this age, the Holy Spirit carries out the ministries of restraining evil in the world; convicting people of sin, righteousness, and judgment; regenerating and indwelling all believers; baptizing them into the Body of Christ; sealing them unto the day of redemption; and empowering them for sanctification and service. We believe that some gifts of the Holy Spirit are permanent and are intended for use throughout the entire Church Age. Other gifts were temporary and were given in the Apostolic Age for the purpose of founding the church. These include the gifts of apostleship, prophecy, miracles, healings, tongues, and the interpretation of tongues. At the same time, we affirm that God performs miracles as He wills. *John 14:16-17; 16:7-15; Romans 8:9; 1 Corinthians 6:19; 12:13, 28-30; Ephesians 2:20-22; 4:1-16, 30; Hebrews 2:1-4; Titus 3:5.*

## Humanity

We believe God created humanity, male and female, reflecting the image and likeness of God. Each person's biological sex has been sovereignly appointed by God and is an irreversible aspect of his or her nature. The first human, Adam, sinned and thereby incurred the judgment of both physical death and spiritual death which is eternal separation from God. Therefore, all human beings, with the exception of Christ Jesus, are born with a fallen nature, are accountable for their sin, and need to be born again. Rejection of one's God-ordained biological sexuality reflects a rejection of God's plans and purposes. God has established and revealed in Scripture a divine order to regulate humanity. Human institutions reflecting that order are marriage of a man and a woman, family, and human government. *Genesis 1:1,26,27; Psalm 51:5; Jeremiah 17:9; John 3:3-7; Romans 1:21-32; 3:10-12; 5:12; 1 Thessalonians 4:3; Ephesians 2:1-10; 1 John 1:8-10; Genesis 2:18-25; Colossians 3:18-21; Romans 13:1-7.*

## Salvation

We believe that salvation was provided for everyone in the whole world and was accomplished solely by the finished work of Christ shedding His blood upon the cross, and no work on the part of any person can merit this salvation. Whoever believes solely in the finished work of Jesus Christ receives the new birth, becomes a partaker of the divine nature, and thus becomes a child of God, once for all, forever. *John 3:16; 6:37; 10:27-30; 2 Corinthians 5:14; Ephesians 2:8-9; 1 Timothy 2:3-6; 1 Peter 1:18-19, 23; 2 Peter 1:3-4.*

## The Church

We believe the Church universal began at Pentecost with the baptism of the Holy Spirit and consists of all those who believe on the Lord Jesus Christ. Christ is the Head of the Church, called His Body. The local church is a body of believers in Christ who are joined together under scriptural leadership for the worship of God, for edification through the Word of God, for prayer, for fellowship, for the proclamation of the Gospel, and for observance of the ordinances of baptism and the Lord's Supper. *Matthew 16:16-18; Acts 1:4-5; 2:42-47; 11:15-16; Romans 12:5; Ephesians 1:20-23; Philippians 1:1; 1 Corinthians 12:13; 1 Timothy 3:15.*

## The Future

We believe in the imminent return of Jesus Christ to rapture the Church Age saints, followed by the tribulation period, and the visible return of Jesus Christ with His saints for His millennial reign on earth. We believe in the bodily resurrection of the just and unjust, in the reward and everlasting conscious blessedness of the just, and in the judgment and everlasting conscious punishment of the lost. *Luke 16:19-26; John 11:25; 1 Corinthians 15:51-57; 1 Thessalonians 4:13-18; Revelation 20:1-15; 21:1-8.*

## Accreditations, Associations, Approvals and Certifications

### Institutional

Lancaster Bible College|Capital Seminary & Graduate School is accredited by the Middle States Commission on Higher Education, 3624 Market Street, Philadelphia, PA 19104. (267-284-5000) [www.msche.org](http://www.msche.org). The MSCHE is an institutional accrediting agency recognized by the U.S. Secretary of Education and the Council for Higher Education Accreditation (CHEA).

Lancaster Bible College|Capital Seminary & Graduate School is accredited by the Association for Biblical Higher Education, 5850 T G Lee Blvd, Suite 130, Orlando, FL 32822. [www.abhe.org](http://www.abhe.org). ABHE is recognized by the U.S. Secretary of Education and the Council for Higher Education Accreditation (CHEA).

### Specialized

Lancaster Bible College | Capital Seminary & Graduate School is accredited by the Council on Social Work Education (CSWE), the National Association of Schools of Music (NASM) and by the Commission on Sport Management Accreditation (COMSA).

### Approvals

Programs leading to teacher certification are approved by Association of Christian Schools International (ACSI) and Pennsylvania Department of Education (PDE).

Lancaster Bible College | Capital Seminary & Graduate School is approved by the United States Department of Justice for the training of non-immigrant international students.

## **Authorization to Award Degrees**

Lancaster Bible College | Capital Seminary & Graduate School is certified by Pennsylvania Department of Education, Maryland Higher Education Commission, Florida Department of Education; and is approved by the appropriate states to operate at the site in their state: 901 Eden Road, Lancaster, PA 17601; 7852 Walker Drive, Suite 100, Greenbelt, MD 20770; 2400 Yamato Road, Boca Raton, FL 33431; and 2001 W. Lehigh Ave., Philadelphia, PA 19132. The college is approved by the U.S. Department of Justice for the training of non-immigrant international students.

## **Certifications**

Maryland Higher Education Commission (Washington DC location)

## **Institutional Participant**

Lancaster Bible College | Capital Seminary & Graduate School's online courses/degrees are available to residents of all states and territories of the US under the terms and provisions of the State Authorization Reciprocity Agreements (SARA), of which LBC | Capital is an institutional participant, or through authorizations/exemptions in the following non-SARA state: California.

## **Memberships**

Lancaster Bible College | Capital Seminary & Graduate School is a member of the Evangelical Training Association (ETA), a nationally recognized agency for the promotion of higher standards for Christian teachers and church educators. ETA diplomas are awarded to qualified students upon graduation.

Lancaster Bible College is a membership the Association of Christian Schools International (ACSI).

## **Lancaster Bible College | Capital Seminary & Graduate School is authorized to grant the following degrees:**

### **Traditional Undergraduate Programs**

### **Accelerated & Online Programs**

### **Seminary & Graduate Programs (p. Error! Bookmark not defined.)**

# Doctoral Programs

## Biblical Studies (PhD)

The Doctor of Philosophy (PhD) in Biblical Studies is a terminal research doctorate designed to prepare and equip biblical scholars who show exceptional academic promise and teaching potential.

The degree program requires 60 credit hours of study, including the doctoral dissertation. The program is delivered in a blended format, leveraging online technology with face-to-face seminar experiences, resulting in a model of delivery that fits the lives of adult learners. Because of this alternate delivery method, the PhD in Biblical Studies will be accessible to men and women who are already actively engaged in full time marketplace employment or Christian ministries and are unable to enter a traditional residency program.

The students will join a cohort of peers who will progress together through a prescribed sequence of seminars, develop sustainable habits of scholarly inquiry, and enjoy the benefits of functioning in a cooperative learning environment.

Through the PhD in Biblical Studies, students will realize a greater mastery of biblical languages, historical backgrounds, and theological frameworks. The program also contains a significant component of seminar work dedicated to the development of mediated and classroom teaching skills for the instruction of adult learners, including learning theory, instructional design, and educational technology. In addition to the more common humanities-based research model for biblical research, students will have the option of focusing their dissertation research in the area of biblical instruction by using empirical methodologies as well as humanities-based research designs.

The integration of these studies and disciplines will enable the candidates to conduct doctoral level research and will equip them to serve as ministry practitioners in a variety of fields requiring the highest level of academic degree achievement.

## Curricular Structure

The PhD in Biblical Studies program consists of sixty credits, two non-credit Research Language Courses (French and German) and a non-credit Qualifying Exams Course. The curriculum is designed as follows:

Expert Biblical Exegete	32 Credits
Innovator of Education	8 Credits
Research Scholar	<u>20 Credits</u>
Program Total	60 Credit

## Curricular Design and Distinct Characteristics

This program requires a minimum of three and a half years of study. Students who enroll in the PhD in Biblical Studies degree program will complete 60 hours of academic study consisting of 40 credit hours of core competency seminars and 20 credit hours of focused, research-related study, including qualifying exams, prospectus preparation, and completion of the dissertation.

## Purpose

The purpose of the PhD in Biblical Studies program is to prepare twenty-first century professors, teachers, pastors, and missionaries to teach biblical and theological studies in institutes of Christian higher education, the local church, and parachurch organizations and equip them to integrate a significant knowledge of educational technology, adult learning theory, and mediated learning methodology in their teaching roles.

## Location Offered

Washington, DC (Greenbelt, MD) Site

## Program Director

### Dr. Mark R. Meyer

Dr. Mark Meyer provides the leadership for the PhD in Biblical Studies. He brings more than 20 years of church ministry and teaching experience to the classroom having taught at the graduate level at Capital Bible Seminary. Dr. Meyer has earned a BS in Electrical Engineering from North Carolina State University, an MS in Electrical Engineering at The Johns Hopkins University, an MDiv degree at Capital Bible Seminary, and an MA and PhD in Semitic Languages and Literatures at The Catholic University of America. Dr. Meyer has also completed studies in Israel with Jerusalem University College.

Phone: 717.342.7594 | Email: mmeyer@lbc.edu

## Faculty

These individuals have full-time or part-time appointments on the faculty and will serve this program. Other full-time, adjunct and part-time faculty will be engaged as the program progresses in its development.

### Resident Faculty:

Doug Finkbeiner, PhD

Joseph Kim, PhD

Harold Kime, PhD

Mark R. Meyer, PhD

Carl E. Sanders II, PhD

John Soden, PhD

### Adjunct Faculty:

Michael Anthony, PhD

Debra Johnson-Cortesi, PhD

Jeffrey Tuttle, EdD

## Core Competencies

As a result of completing the PhD in Biblical Studies, the student will attain an excellent command of the historical, cultural, and linguistic foundations of Scripture. The student will also attain an expert's ability to apply advanced hermeneutical principles to develop a theology of Scripture and to critically evaluate theological systems. The graduate of the program will then be empowered to serve as a teacher of teachers, employing the most effective and innovative techniques, including computer technology and mediated instruction. The program will also prepare world-class scholars proficient in advanced research methods leveraging cutting-edge computer research techniques.

### Expert Biblical Exegete

- This core competency will deepen and sharpen the students' ability to exegete Scripture through advanced training in the original languages of Hebrew, Aramaic, and Greek. The students explore the cognate languages and study textual criticism to expand their knowledge and understanding of the wider foundations of Scripture.
- Students will be enabled to comprehend and analyze Scripture against the backdrop of the languages, civilizations, and literatures of the ancient world in which the revelation of God was first given to humanity.

- Students will be equipped with exegetical skills needed to effectively discern the teaching of Scripture for the sake of communicating biblical truth to others.

### **Innovator of Education**

- Students will be equipped to think and execute skillfully as classroom and online teachers. Courses focus on the acquisition of the knowledge and skills necessary for comprehending human development processes, learning theory, and the teaching-learning process as they apply to both the classroom and online teaching contexts.
- Students will gain an understanding of adult learning theory and its effective application to the teaching of adults in the changing higher education environment. Students learn how to engage adult learners in face-to-face, online, and blended teaching contexts. Students explore appropriate teaching models for adult learners in mediated learning environments. As students employ technological tools and blended learning techniques, they further hone their ability to train others to effectively use the same tools and techniques.

### **Researcher Scholar**

- As a result of completing the PhD in Biblical Studies program, the student will gain the ability to think and execute skillfully as a researcher-scholar and author using computer technology. This core competency focuses on the development of research skills necessary in the completion of a research doctoral degree. This is accomplished through three primary means: the foundational research course, mentored research, and the dissertation sequence.
- Students may elect one of two approaches to research - the humanities approach most commonly employed in biblical scholarship or an empirical approach often employed in the field of education. Students will take a Biblical Research and Writing Course which includes an introduction to empirical research methods at the beginning of the program.
- **Biblical Research & Writing Course:** This course is taken in the first semester to orient the student to the research and writing methods which will continue to be developed throughout the duration of the program. The student is also introduced to the cohort learning model and participates in collaborative learning processes. The principles established in this foundational course also feed directly into the educational competency as they model the teaching methods from the andragogical courses.
- **Mentored Research:** All students are assigned a scholar-mentor who will assist them in honing the skill of research. Mentors supervise the students' research and serve as the chair of the students' dissertation committee.
- **Biblical Research Dissertation Sequence:** The dissertation sequence consists of four stages: Reading & Prospectus, Chapters 1-2, Dissertation Completion, and Dissertation Defense. Building on the foundation laid in the Biblical Research & Writing Course, this core competency furthers the development of the essential knowledge and thinking skills needed to carry out the entire research process, including identification of the research problem, conducting a literature review, designing of research approach, and writing of the dissertation. It also develops the analytical and critical thinking skills needed to evaluate and interpret research findings. This competency culminates with the writing and defense of a research dissertation.
- **Biblical Instruction Dissertation Option:** Using an empirical approach to research design, students may elect to study aspects of biblical instruction in the mediated learning environment. Each candidate for the PhD in Biblical Studies Instruction Option must complete a dissertation based on the candidate's own systematic inquiry into an area of advanced research in academic instruction. The dissertation is intended to demonstrate competency in research design, methodology, and the ability to think critically and make a contribution to the literature in the field of study. Special permission is required from the Dean of the Seminary to pursue this dissertation approach.

## **Program Requirements for PhD in Biblical Studies**

### **Content Seminars (40 credits)**

Content seminars engage the student in the study and analysis of the pivotal topics in biblical backgrounds, exegesis, hermeneutics and theology, exposition, and pedagogical and andragogical communication skills. Students learn both the skill of biblical research and the skill of teaching adults in the blended and online environments.

### **Research Language Courses (0 credits)**

Proficiency in two modern languages is required for the PhD in Biblical Studies, usually French and German. Doctoral students who have not previously taken French and German must complete non-credit coursework to gain proficiency in reading French and German literature pertinent to biblical studies. These courses are taken during the first two years of the program. A proficiency exam is administered at the end of each course. A grade of B or higher is required for the proficiency exam.

*(Students who are accepted into the "Biblical Instruction Dissertation Option" may take Empirical Research in place of Reading German and Reading French. Approval of the Program Director is required.)*

### Qualifying Exams Course (0 credits)

Six written qualifying examinations will be given in the following areas: OT biblical backgrounds, NT biblical backgrounds, OT exegesis, NT exegesis, OT hermeneutics and theology, and NT hermeneutics and theology. Students must complete the qualifying exams after completing the coursework phase of the program and prior to beginning the dissertation series.

### Dissertation Series (20 credits)

The student follows the dissertation courses 915-918 leading to dissertation completion.

### Core Competencies

#### Expert Biblical Exegete (32 credits)

BIB 903	OT Backgrounds	4
BIB 904	NT Backgrounds	4
BIB 905	OT Exegesis	4
BIB 906	New Testament Exegesis	4
BIB 909	OT Hermeneutics & Theology	4
BIB 910	NT Hermeneutics & Theology	4
BIB 911	Cohort Elective 1	4
BIB 912	Cohort Elective 2	4

#### Innovator of Education (8 credits)

BIB 902	Teaching & Learning: Theory & Practice	4
BIB 913	Contemporary Instructional Methods and Design	4

#### Researcher Scholar (20 credits)

BIB 901	Advanced Biblical Research & Writing	4
BIB 907	Reading French	0
BIB 908	Reading German	0
BIB 914	Qualifying Exam Preparation	0
BIB 915	Dissertation IA: Reading & Prospectus	4
BIB 916	Dissertation IB: Chapters 1-2	4
BIB 917	Dissertation II: Completion	4
BIB 918	Dissertation Defense	4

### Total Required Credit Hours (60 credits)

## Graduation Requirements

In order to graduate with the PhD in Biblical Studies degree, the student must have fulfilled all of the following:

1. Complete all course work with a grade of B or higher.
2. Pass the comprehensive exams.
3. Successfully write and defend the dissertation prospectus.
4. Successfully write and defend the dissertation.
5. Submit the completed dissertation for publication and binding.
6. Fulfill all financial obligations to Capital Seminary and Graduate School.
7. Complete the program within the statute of limitations period as identified in the PhD in Biblical Studies Handbook.
8. Adhere to biblical standards and ethics in living one's lifestyle.
9. Participate in the graduation and hooding ceremony

## Admission Criteria

Admission to the PhD in Biblical Studies program is selective and is reserved for students who demonstrate advanced abilities in the areas of teaching, ministry, and academic scholarship. Applicants should meet or exceed the requirements listed below.

1. Completion of full Application Process.

2. Preferred applicants will be those engaged in a teaching or ministry role or those applicants who show exceptional promise for such a role in the future.
3. Applicants must hold an earned and accredited Master's degree in an appropriate and related field, with coursework equivalent to either an MDiv or a master's degree with a thesis. Students who have other Master's degrees may appeal this requirement to the Dean of the Seminary.
4. Applicant's transcripts must reflect a background in biblical, theological, biblical language, and ministry studies. Those applicants who have not completed sufficient coursework in biblical, biblical language, theological, and ministry studies will be required to take "leveling" work to prepare the applicant for the biblical and theological component of the program.
5. Applicants must submit a writing sample of 15 pages or longer. The sample must be written at the master's level on a biblical or theological topic.
6. Applicants with a ThM degree may apply for Advanced Standing. Students who are admitted and approved for Advanced Standing may be allowed to audit BIB 901, BIB 905, and BIB 906 instead of taking these courses for credit. This will allow them to complete the program with 48 hours of coursework instead of the standard 60 hours while still benefitting from exposure to the course content.
7. Applicants must hold a minimum cumulative grade point average of 3.25 in previous master's level work. Students may appeal this requirement to the Dean of the Seminary.
8. Applicants must take the MAT (Miller Analogies Test, [www.milleranalogies.com](http://www.milleranalogies.com)) or GRE (Graduate Record Exam, [www.ets.org/gre/general/register](http://www.ets.org/gre/general/register)) and submit their score as per the application process. The test scores may not be more than five years old at the time of application.
9. Applicants must complete the Online Computer Proficiency Form.
10. Applicants whose first language is not English must attain a minimum test score of 600 on the paper-based TOEFL General Test (250 on the computer-based exam or 100 for the Internet-based test) or an equivalent demonstration of the ability to read, write and do academic research in standard English.
11. The student must obtain employer permission to enter the program. An Employer Permission Form must be on file as part of the application process.
12. Applicants with deficiencies in required areas may appeal to the Program Director. The Program Director and the Admissions Committee will review the application and may admit the student on a provisional basis. Students admitted on a provisional basis must meet the requirements set forth by the Program Director and the Admissions Committee in the time allotted in order to remain in the program.
13. Applicants must provide three confidential reference forms (1 academic, 1 character, and 1 pastor) using the Recommendation for Admission Form for each.

## Application Process

In order to complete an application to the PhD in Biblical Studies program, the applicant will need to perform the following tasks.

1. **Complete the Online Application Form** or request an Application Packet from Adult Learner Services by email, by phone at 866.275.8720 or 717.560.8297, or by mail at Capital Seminary and Graduate School, 901 Eden Road, Lancaster, PA 17601-5036. Request a PhD pre-application.
2. **Submit Additional Documents.**
  - Transcripts from all post-secondary school attended
  - Writing sample
  - Five Confidential Reference Forms (two academic, two character, one pastor, using the Recommendation for Admission Form.)
  - Employer Approval Form
3. **Complete Standardized Testing.**
  - Take and submit official test scores for the GRE or MAT.
  - Applicants whose first language is not English must also submit scores for the Test of English as a Foreign Language exam (TOEFL).
4. **Create and submit a Personal Vitae.**

This vitae should include in the following order:

  - A brief description of your previous academic studies
  - A brief description of your rationale and goals for pursuing research doctoral studies
  - A brief description of areas of research you might be interested in exploring during your doctoral studies
  - A list of writings you have published, if any

- A detailed description of your current occupational responsibilities
- Identify and explain the ministries in which you are currently are engaged. Provide a detailed listing of previous ministry experiences indicating the significant tasks and leadership responsibilities, if any.

**5. Pay the \$40 non-refundable application fee.**

Pay with credit card by calling 717.560.8254 or mail a check, payable to Capital Seminary and Graduate School, to 901 Eden Road, Lancaster, PA 17601.

**6. Interview and Field Essay.**

All applicants must come to the Greenbelt site for an admissions interview. While there, applicants will be asked to write a field essay on a topic related to biblical/theological studies. Applicants must bring a laptop computer for writing the essay.

## Leadership (PhD)

The Doctor of Philosophy in Leadership (hereafter referred to as the PhD in Leadership) is the highest academic degree offered in the theory and practice of leadership. The PhD in Leadership offers an alternative delivery, cohort-based system of study to those students actively engaged in leadership roles in a wide-range of career contexts and who are unable due to life demands to enter a traditional residency program.

The PhD in Leadership is a research-based, terminal degree designed to develop research, leadership, managerial, and educational competencies. The PhD in Leadership further equips candidates for leadership, management, administrative, and faculty roles in churches, mission organizations, faith-based organizations, non-profit organizations, and institutions of higher education. Experienced ministry leaders join a cohort of peers who, together, progress through a prescribed sequence of seminars, develop sustainable habits of scholarly inquiry, and learn to function in a cooperative learning environment.

### Purpose

The purpose of the PhD in Leadership is to further prepare and equip demonstrated leaders who show exceptional academic promise in the areas of research, teaching, leadership, or management.

### Leadership Philosophy

The program is built upon an analytical framework that understands organizations to be dynamic and developmental in nature. The program promotes a balanced model of leadership that recognizes the importance of biblical values, inspiring vision, godly virtues, and attention to the details of venture management.

### Curricular Structure

**The Doctor of Philosophy in Leadership program consists of sixty credits and a non-credit Orientation Seminar. PhD in Leadership students complete courses in each competency area of the program. The curriculum is designed as follows:**

Orientation Seminar	0 Credit
Servant Leader	8 Credits
Leader-Teacher	8 Credits
Organizational Leader	8 Credits
Change Agent	8 Credits
Researcher-Scholar	<u>28 Credits</u>
Program Total	60 Credits

### Locations Offered

Lancaster, PA

## Servant Leader

Core competencies integrated into this segment of the curriculum include: Theological Integration, Ethical Decisions, Character, and Values-based Leaders.

LSP 902	Biblical and Theological Foundations of Leadership	4
LSP 903	Character and Ethics in Leadership	4

## Leader - Teacher

Core competencies integrated into this segment of the curriculum include: Human Development, Personality Theory, Learning Processes, and Teaching Dynamics.

LSP 904	Personality and Developmental Theory	4
LSP 905	Teaching & Learning: Theory and Practice	4

## Organizational Leader

Core competencies integrated into this segment of the curriculum include: Leadership Theory, Management Theory, and Team Dynamics.

LSP 906	Leadership and Management Theory	4
LSP 907	Team Dynamics	4

## Change Agent

Core competencies integrated into this segment of the curriculum include: Organizational Culture, Organizational Process, Leading Change, Power Dynamics, and Conflict Resolution.

LSP 909	Organizational Theory and Development	4
LSP 911	Change, Power, and Conflict	4

## Researcher- Scholar

Core competencies integrated into this segment of the curriculum include: Research Process, Research Design, Literature Review, Data Collection, Data Analysis, Proposal Development, and Dissertation Writing.

LSP 901	Empirical Research I: Critical Inquiry and Research Design	4
LSP 908	Empirical Research II: Research Problem and Literature Review	4
LSP 910	Empirical Research III: Prospectus and Instrument Development	4
LSP 912	Comprehensive Exams	0
LSP 913	Prospectus: Chapters 1-3	4
LSP 914	Dissertation	12

## Program Director

### Dr. Kevin Gushiken

#### Senior Associate Dean for Doctoral Studies

Dr. Gushiken has been serving the local church for nearly 20 years. He served as Associate Pastor of Discipleship and Evangelism in London, England prior to becoming Senior Pastor of Harvard Avenue Evangelical Free Church, a multiethnic congregation in the western suburbs of Chicago for over 17 years. In January 2017, he stepped down from the church to assume his new responsibility as Director of the PhD in Leadership program at Lancaster Bible College | Capital Seminary & Graduate School. In addition to his administrative responsibilities, Kevin teaches courses in Leadership related to Research as well as Character and Ethics. He enjoys shaping Christ-centered leaders who influence the world for the gospel. Dr. Gushiken is passionate about preaching, spiritual formation and holistic spirituality. He believes the church should be a Christ-centered hospital providing hope in a broken and fractured society. He earned a Bachelor of Arts in Business/Economics and a Master of Arts in Missions and Intercultural Studies from Wheaton College in Wheaton, IL. He also received a Masters of Divinity and a PhD in Educational Studies with a minor in Intercultural Studies from Trinity Evangelical Divinity School in Deerfield, IL.

Phone: 717.569.7071, ext. 5350 | Email: kgushiken@lbc.edu

## PhD Faculty

- Mark G Eckel, PhD
- Debra Johnson, PhD
- Eric Johnson, PhD
- Miles A. Lewis, EdD
- Eugene B. Habecker, PhD
- Ron G. Belsterling, PhD
- Warren Bird, PhD
- Hal K. Pettegrew, PhD
- Philip E. Dearborn, EdD

## Educational Philosophy for PhD in Leadership

The PhD in Leadership is built on an applied theory/theology model of leadership study that integrates a biblical worldview with study of the fields of leadership, education, and the social sciences. Since leadership, education, and the social sciences are connected fields of study rooted in a common theory-base, this program enables students to acquire a breadth of knowledge across these disciplines and gain the skills needed to conduct doctoral level research. The following statements express the educational philosophy of this program.

- We believe the Bible provides the philosophical and practical foundations for leadership in any context-therefore, classroom content and scriptural principles are integrated and applied, in every seminar, to professional practice in all contexts including the Church and society.
- We believe that the character of the leader is crucial for impacting leadership practice - therefore, seminars will seek not only to educate the mind, but to nurture the development of biblical character qualities in our students.
- We believe that a doctoral level curriculum should provide a balance between rigorous attention to contemporary scholarship and a focus on the application of that scholarship to professional practice - therefore, seminar content will facilitate a knowledge of and reflection on social science research and theology with the application of learning to the practice of leadership.
- We believe the mentoring process is the most effective means to equip people for the task of doctoral level research - therefore, each student will have a personal relationship with an assigned faculty advisor, who will guide the academic research process from matriculation to graduation.
- We believe adult learners, particularly at the doctoral level, benefit most from participation in a learning community rather than through an individualized academic experience-therefore, doctoral students are encouraged to abandon any competitive habits accumulated during previous years of formal schooling. The research seminar will engage the doctoral student in the giving and receiving of ideas, information, sources, and materials in the context of a community of scholarship. This sort of exchange includes sharing foundational research and advanced research manuscripts with other students for analysis and evaluation. Doctoral students will be expected to ground their research in significant and pertinent literature and to share ideas and resources with their colleagues.
- We believe in life-long education - therefore, seminars will emphasize critical thinking and research skills for maintaining continuing education and development beyond a formal degree program.

## Core Competencies for PhD in Leadership

The PhD in Leadership seeks to develop five core competencies in the student. These include:

### Servant Leader

As a result of completing the PhD in Leadership program, the student will gain the ability to think and execute skillfully as a servant leader. This core competency focuses on the acquisition of the essential knowledge, heart-level commitments, and skills needed to carry out the servant leadership model. Using both a biblical perspective of servant leadership and a values-based model of servant leadership promoted in leadership literature, this core competency serves as the fundamental distinctive of this program. Servant leaders are driven by a foundational commitment to personal integrity and to the worth and dignity of the follower.

## Leader-Teacher

As a result of completing the PhD in Leadership program, the student will gain the ability to think and execute skillfully as a leader-teacher. This core competency focuses on the acquisition of indispensable knowledge and rational skills necessary in comprehending human development processes, learning theory, and the teaching-learning process. Students gain an understanding of the relationship between learning and teaching theory as well as organizational leadership and development. Students explore appropriate teaching modes based on an examination of human development and learning that are applicable to leadership contexts.

## Organizational Leader

As a result of completing the PhD in Leadership program, the student will gain the ability to think and execute skillfully as an organizational leader. This core competency focuses on the acquisition of comprehensive knowledge of major leadership theories and related practice. Based on this knowledge, students identify leadership practices appropriate to a church, faith-based organization, non-profit organization, business, or an institution of Christian higher education. Current research in and theories of interpersonal and public communication, leadership, motivation, and group dynamics are examined with a view to the improvement of leadership praxis.

## Change Agent

As a result of completing the PhD in Leadership program, the student will gain the ability to think and execute skillfully as an organizational change agent. This core competency focuses on the essential knowledge, theory-base, and skills needed to function as an agent of change within a church, mission organization, faith-based organization, non-profit organization, or an institution of higher education. This competency promotes an understanding of organizational dynamics, management, and change processes including: coordination, administration, and management processes; the role of power, politics, and conflict in organizational development; and the place of strategic planning in the organizational advancement.

## Researcher-Scholar

As a result of completing the PhD in Leadership program, the student will gain the ability to think and execute skillfully as a researcher-scholar. This core competency focuses on the development of research skills necessary in the completion of a research doctoral degree. This is accomplished through four primary means.

- **Foundational Literature Review:** Upon admission to the PhD in Leadership program, participants will be required to read (or review if read previously) a significant literature base before the end of the first term of study. The foundational literature requirement enables students to share a common knowledge base.
- **Research Course Sequence:** This core competency focuses on the acquisition of the skills required to conducting doctoral level research. Skill development includes identification of the research problem, conducting a literature review, designing of research approach, collecting data, data analysis, and writing of the dissertation. This core competency includes the development of analytical and critical thinking skills necessary to evaluate and interpret research findings. This competency culminates with the writing of the dissertation.
- **Mentored Research:** All students are assigned a scholar-mentor who will assist them in gaining the skill of research. The mentor will supervise the student's research and serve as the chair of the student's dissertation committee.
- **Dissertation:** Each candidate for the PhD in Leadership must complete a dissertation based on the candidate's own systematic inquiry into an area of advanced research in leadership. The dissertation is intended to demonstrate competency in research design, methodology, and the ability to think critically. The dissertation allows the student an opportunity to make a substantive contribution to the literature base in the field of leadership and church ministry.

## Program Design

### Designed for "Life-Engaged" Learners

"Life-engaged" learners are students who are actively engaged in family, church, and professional life while participating in the doctoral program. While the program is intensive in nature, the time required on campus will not necessitate relocation or require students to leave their current leadership context. This is accomplished through an internet enhanced delivery model. Students are physically in residency, two times per year-in October and March. Before and after these sessions, students are involved in an internet enhanced learning environment where interactions and assignments occur online.

## A Cohort Community of Learners

The PhD in Leadership is a cohort-based program. Students will enter the program with a group of 10 to 14 other students. This cohort follows a prescribed sequence of courses together. Because cohort learning involves a group of students who start and finish their degree together, students experience a number of educational advantages. Cohort learning, combined in a blended manner with both face-to-face and internet-enhanced learning, offers one of the most effective learning opportunities available to the doctoral student. Genuine, rich and deep relationships will be developed through the course of the program as students support and serve each other in the quest for knowledge. As part of a cohort group, doctoral level students will be expected to ground their research in significant and pertinent literature and to share resources with their colleagues in preparation for onsite seminars.

## Internet Enhanced Learning

This program combines faculty-mediated online interaction with face-to-face seminar participation. This model enables students to benefit from a range of educational delivery systems while maintaining the highest standards of academic quality. Students participate in online discussions and other learning activities led by both the professor and fellow students. On-campus interactions involve open dialogue in face-to-face seminar sessions led by nationally renowned and published faculty members.

Using a mediated learning model described above, each course has three learning components.

- **Pre-Seminar Component:** During the seven and a half weeks prior to each seminar, students complete readings and other pre-seminar assignments. During this component of the course, students are required to participate at least three hours each week in online discussions led by the professor.
- **Face-to-Face Component:** Seminars will be conducted on campus or at an approved extension site using an accelerated format. Each seminar will consist of 24 hours of face-to-face seminar instruction. Research seminars will engage students in critical reflection with the seminar content.
- **Post-Seminar Component:** During the seven and a half weeks following the seminar, students complete post-seminar readings and research. Students will also participate three hours each week in online discussions led by students in the cohort.

## Graduation Requirements

In order to graduate with the PhD in Leadership degree, the student must have fulfilled all of the following:

1. Complete all course work with a grade of B or higher.
2. Pass the comprehensive exams.
3. Successfully write and defend the dissertation prospectus.
4. Successfully write and defend the dissertation\*.
5. Submit the completed dissertation for publication and binding.
6. Fulfill all financial obligations to Capital Seminary and Graduate School.
7. Complete the program within the statute of limitations period as identified in the PhD Handbook.
8. Adhere to biblical standards and ethics in living one's lifestyle.
9. Participate in the graduation and hooding ceremony.

\*For students in "All But Dissertation" status in the PhD in Leadership Program:

Completing a Doctor of Philosophy degree is a rigorous process that can span up to 6 years. During the 4-6 years that students are in the program, life circumstances can drastically change making the completion of a dissertation unlikely or even impossible. With that in mind, we have created an option that allows the PhD student who is in "All But Dissertation" status to bring their time in the PhD in Leadership Program to a close with a Master of Arts in Executive Leadership degree instead. *This option is available on a case by case basis as determined by the Program Director, Dr. Gushiken. The criteria used to make this determination is as follows:*

**Students who have completed all coursework and comprehensives in the PhD in Leadership program will be conferred an M.A. in Executive Leadership if they:**

- Completed each course in its entirety with at least a B.
- Have chosen to not finish the research phase if a) they felt it was no longer possible due to personal, family, or vocational demands or b) the PhD in Leadership no longer served their vocational pursuits.

**Such a degree would NOT be granted if:**

- The person failed to meet the academic requirements.
- The person entered the program with the sole intent of not doing the research phase and only receiving the MA in Executive Leadership.
- The person transferred their credits towards another degree. For example, if John chose to transfer into the DMin program and apply the PhD in Leadership courses to the DMin program, the MA in Executive Leadership would not be granted as the same courses would be applied to two different degrees.

## Statute of Limitations

- The statute of limitation is six years for the program. Most students will finish course work in three years; therefore, we are looking at three additional years before a person is asked if he/she plans on completing the degree. At this point, either an extension is given for additional time to complete the research or the person receives an MA in Executive Leadership.
- The person officially states in writing that they do not intend to finish the degree either after six years in the program or upon completion of the coursework.

## Application and Admission

### Admission Criteria - PhD in Leadership Studies

Decisions for admission to the Capital PhD in Leadership Program are made using the following criteria:

1. Completion of the full application process as listed under the Application Process .
2. Admission will be limited to 10 to 14 applicants per cohort group.
3. Preferred applicants will be those engaged in a teaching ministry or non-profit leadership role or those applicants who show exceptional promise for such a role in the future.
4. Applicants must hold an earned and accredited master's degree in an appropriately related field.
5. Applicant's transcripts should reflect a background in biblical, theological, and ministry studies at either the bachelor's or master's level. Those applicants who have not completed course work in biblical, theological, and ministry studies may be required to take "leveling" work to prepare the applicant for the biblical and theological component of the program.
6. Applicants must provide transcript evidence that they have taken a course in statistics at the undergraduate or graduate level. Those applicants lacking this admissions requirement may take CPS 502 Research Statistics for the Social Sciences to meet this requirement. This course will be offered in the summer prior to the start of the PhD program.
7. Applicants must hold a minimum cumulative grade point average of 3.25 in previous master's level work.
8. Applicants must take the MAT (Miller Analogies Test, [www.milleranalogies.com](http://www.milleranalogies.com)) or GRE (Graduate Record Exam, [www.ets.org/gre/general/register](http://www.ets.org/gre/general/register)) and submit their score as per the application process. The test scores may not be more than five years old at the time of application.
9. Applicants must complete the Online Computer Proficiency Form.
10. Applicants whose first language is not English must attain a minimum test score of 600 on the paper-based TOEFL General Test (250 on the computer-based exam or 100 for the Internet-based test) or an equivalent demonstration of the ability to read, write and do academic research in standard English.
11. The applicant must obtain employer permission to enter the program. An Employer Approval Form must be on file as part of the application process.
12. Applicants must submit all of the following forms as part of the Application Process - PhD in Leadership Studies

### Application Process - PhD in Leadership Studies

In order to complete an application to the PhD in Leadership program, the applicant will need to complete the following ten steps:

1. **Application Form:** Complete the application form and submit the \$40 application fee. Applications can be completed online or by mail.
2. **Personal Testimony:** Applicants must submit with the application a personal testimony of faith in Jesus Christ, describing their personal spiritual journey.
3. **Recommendation for Admission Forms:** Applicants must obtain 5 recommendations (2 academic, 2 character, 1 pastor) using the Recommendation for Admission Form for each.
4. **Request Official Transcripts:** From all post-secondary schools attended.

5. **Employer Approval Form:** Applicants must obtain their employer's permission to apply for the program through the completion of the Employer Approval Form.
6. **Standardized Testing:** Applicants must take and submit official scores for either the GRE or MAT.
7. **Computer Proficiency Form:** Please complete the online computer proficiency form.
8. **TOEFL:** Applicants whose first language is not English must also submit scores for the Test of English as a Foreign Language.
9. **Personal Vita:** Applicants must submit a personal vita. This vita should include, in the following order:
  - a. A brief description of previous academic studies
  - b. A brief description of rationale and goals for pursuing research doctoral studies.
  - c. A brief description of areas of research in which the applicant might have interest in exploring during doctoral studies.
  - d. A list of writings the applicant has published, if any.
  - e. A detailed description of current occupational responsibilities. The applicant must identify and explain any leadership tasks in which he or she is currently engaged.
  - f. A detailed listing of previous ministry and/or experiences indicating the significant tasks and leadership responsibilities, if any.
10. **Complete Interview, Field Essay and Research Sample:** All applicants must come to campus for an admission interview. While on campus, applicants will be asked to write a field essay on a topic related to leadership. Applicants will receive a reading list and study guide to aide in preparation for the field essay. Applicants must bring a laptop computer to be used in producing the essay. Applicants must also submit a graded research paper written at the master's level.

## Application Response

Applicants who have submitted all application materials will be notified of the admissions decision approximately two months prior to the cohort's start date. Five decisions are possible.

1. **Full Acceptance** - The applicant is fully accepted with no deficiencies or leveling requirements.
2. **Accepted with Deficiencies** - The applicant is accepted into the program with admission deficiencies identified. The program director will oversee the implementation of a remedial plan towards full acceptance.
3. **Accepted on Review Status** - The applicant is admitted pending further review. This may be because a part of the application was incomplete (e.g. a score for a test was not received in time) or because the applicant did not meet one of the admissions requirements.
4. **Delay** - The applicant may receive an application delay. This may be due to the program being filled, a change in the applicant's life situation, or an event preventing the applicant from attending the first program session. Delayed status applicants will not have to reapply to the program but must pay the program down payment fee.
5. **Declined** - The applicant who is declined will be notified by mail or email. Specific reasons for the decline are not provided.

## Ministry (DMin)

The Doctor of Ministry (DMin) degree is a terminal professional doctorate that provides the opportunity for post-Master of Divinity (MDiv) education to pastors, missionaries, para-church ministry leaders, teachers, and other Christian leaders as a means to heightened professional development. The DMin at Capital Seminary & Graduate School provides academic coursework in several concentration areas and adds the elements of practical research and application. The delivery of the program does not require full-time residency for students. Through blended learning, ministry professionals are able to pursue intensive advanced study while remaining employed on a full-time basis in their vocational settings. Generally, the degree serves people who have earned the MDiv degree, are ordained, and are currently serving as associate or senior pastors, or as executives of church-related or other Christian institutions

## Purpose

The Doctor of Ministry Program at Lancaster Bible College | Capital Seminary & Graduate School promotes pragmatic research, creative reflection, and application to the practice of ministry through interdisciplinary studies in the Scripture, theology and ministry praxis. The program's purpose is to enhance the critical thinking, research, and leadership skills of persons engaged in leadership roles. The degree, Doctor of Ministry, is a practical one, with every course, including the Applied Research Dissertation, designed to enhance the transfer of the knowledge and skills to the students' congregation or ministry related context.

## Location Offered

Lancaster, PA

## Curricular Structure

The Doctor of Ministry (DMin) program requires a minimum of two years of study and will enable the participant to integrate that study into existing ministry responsibilities. Students who enroll in the degree program will complete 34 hours of academic study as follows:

Program Orientation Workshop	0 Credit
Advanced Ministry Concentration Seminars	16 Credits
Applied Seminars	8 Credits
Mentored Ministry Project	10 Credits
Program Total	34 Credits

Each seminar involves 13 weeks of coursework. This includes 6 weeks of online, faculty-mediated learning, plus one week of face-to-face engagement in on-campus seminar work (24 face-to-face hours per seminar), followed by 6 more weeks of online student-mediated learning. Online sessions include instruction methods that engage the learner such as case study analysis, discussion, PowerPoint presentations, and interactions with precedent literature.

### Program Orientation Workshop (0 Credit)

Students will complete the online workshop that will orient the student to their program and the technology skills required to successfully complete the degree. 0 Credit.

MIN 800

### Advanced Ministry Concentration Seminars (16 Credits)

Students will complete four blended seminars (four credits each) following a prescribed sequence with peer cohort groups. Students may select one of five program options described below. Students may complete these four seminars to earn a post-graduate certificate. This program allows students who complete the Certificate to return and complete the full DMin at a later date if they choose.

#### Chaplaincy Studies Concentration

MIN 810	Nature of the Chaplaincy	4
MIN 811	Marriage and Family Issues	4
MIN 812	Addiction Counseling and Care	4
MIN 813	Pastoral Care and Counseling in Grief, Loss and Crisis	4

#### Strategic Leadership Concentration

MIN 840	The Leader as Communicator and Vision-Caster	4
MIN 841	Authentic, Transformational, and Servant Leadership	4
MIN 842	Innovation and Change	4
MIN 843	Strategic Initiatives and Partnerships	4

#### Formational Leadership Concentration

MIN 844	Formational Leadership in the Digital Age	4
MIN 845	The Spiritually Formed Leader	4
MIN 846	Ministry Leadership in an Interconnected World	4
MIN 847	Leadership Experiences, Soul Care, and the 21st Century Leader	4

#### Applied Seminars (8 Credits)

MIN 850	Contextual Ministry Praxis Seminar	4
MIN 851	Applied Research Seminar	4

#### Mentored Ministry Project (10 Credits)

MIN 890	Mentored Research Design	4
MIN 891	Applied Research Dissertation	6

#### Research Credits

MIN 890	Mentored Research Design	4
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## Interim Program Director

**Dr. Richard Rhoads**  
Interim Director, Doctor of Ministry

### DMin Faculty

These individuals have full-time or part-time appointments on the faculty and will serve this program. Other full-time, adjunct and part-time faculty will be engaged as the program progresses in its development.

#### Resident Faculty:

Michael Badriaki, DMin

E. Penny Clawson, EdD

Guy Higashi, PhD

Richard Rhoads, DMin

#### Adjunct Faculty:

Wayne Cordeiro, DMin

Krish Kandiah, PhD

Thomas Kiedis, PhD, DMin

John Wheatley, EdD

## Core Values

Though not necessarily curricular in nature, these core values frame how the program is delivered:

1. **Life-on-Life Learning** – The best learning is done in community, so we are intentional about creating environments and experiences that promote collaboration.
2. **Life-Engaged Learning** – Focused on contextualization and application, we design programming for life and ministry-engaged learners.
3. **Life-Long Learning** – Our program is a learning journey designed to equip leaders with skills to implement and evaluate real change within their context for the rest of their lives.
4. **Life-Change Learning** – Though an academic pursuit, our degree is part of a discipleship process, leading participants to the development of a self-awareness and recognition of capacities.

## Core Competencies

As a result of this program the student will do the following:

1. Develop specialized skills within a specific concentration.
2. Demonstrate contextualized leadership skills.
3. Utilize action-applied research skills within their current ministry context.

## Strategic Leadership Concentration Competencies

As a result of this concentration, the student will do the following:

- Describe strategic leadership as portrayed in the Bible.
- Develop personal leadership knowledge and skills for the current ministry context.
- Generate a set of strategies for leading the current ministry context.
- Formulate an action plan for change within the current ministry context.
- Select a set of initiatives to increase the effectiveness of the leader within a current ministry context.
- Support conclusions identifying truth and discerning deception using critical thinking.
- Compose documents that express logical conclusions with support from scholarly literature gathered through research.

## Chaplaincy Students Concentration Competencies

As a result of this concentration, the student will do the following:

- Describe the role and responsibilities of a chaplain within the current ministry context.
- Model effective chaplaincy skills within the current ministry context.
- Compose a plan for the growth of the chaplaincy within the current ministry context from a biblical perspective.
- Formulate an action plan for change within the current ministry context.
- Select a set of initiatives to increase the effectiveness of the leader within a current ministry context.
- Support conclusions identifying truth and discerning deception using critical thinking.
- Compose documents that express logical conclusions with support from scholarly literature gathered through research.

## Formational Leadership Concentration Competencies

As a result of this concentration, the student will do the following:

- Examine both the internal life of a spiritual leader and the outward expressions of leadership.
- Develop biblical practices for healthy soul care and character development.
- Design a plan for personal formational leadership within the current ministry context.
- Select a set of initiatives to increase the effectiveness of the leader within a current ministry context.
- Support conclusions identifying truth and discerning deception using critical thinking.
- Compose documents that express logical conclusions with support from scholarly literature gathered through research.

## Program Design - DMin

### Designed for "Life-Engaged" Learners

"Life-engaged" learners are students who are actively engaged in family, church, and professional life while participating in the doctoral program. While the program is intensive in nature, the time required on campus will not necessitate relocation or require students to leave their current leadership context. This is accomplished through an internet enhanced delivery model. Students are physically on campus for six days, three times in the first academic year only, in October, March, and July. Between these sessions, students are involved in an internet enhanced learning environment where interactions and assignments occur online.

### Cohort Learning Community

The DMin is a cohort-based program. Students will enter the program with a group of 10 to 14 other students. This cohort follows a prescribed sequence of courses together. Because cohort learning involves a group of students who start and finish their degree together, students experience a number of educational advantages. Cohort learning, combined in a blended manner with both face-to-face and internet-enhanced learning, offers one of the most effective learning opportunities available to the doctoral student. Genuine, rich, and deep relationships will be developed through the course of the program as students support and serve each other in the quest for knowledge. As part of a cohort group, doctoral level students will be expected to ground their research in significant and pertinent literature and to share resources with their colleagues in preparation for on-site seminars.

### Internet Enhanced Learning

This program combines faculty-mediated online interaction with face-to-face seminar participation. This model enables students to benefit from a range of educational delivery systems while maintaining the highest standards of academic quality. Students participate in online discussions and other learning activities led by both the professor and fellow students. On campus interactions involve open dialogue in face-to-face seminar sessions led by nationally renowned and published faculty members.

Using a mediated learning model described above, each course has three learning components.

**Pre-Seminar Component:** During the six weeks prior to each seminar, students complete readings and other pre-seminar assignments. During this component of the course, students are required to participate at least three hours each week in online discussions led by the professor.

**Face-to-Face Component:** Seminars will be conducted at the Lancaster site or at an approved site using an accelerated format. Each seminar will consist of 24 hours of face-to-face seminar instruction. Research seminars will engage students in critical reflection with the seminar content.

**Post-Seminar Component:** During the six weeks following the face-to-face component of the seminar, students complete post-seminar readings and research. Students will also participate three hours each week in online discussions led by students in the cohort.

## Graduation Requirements

In order to graduate with the DMin degree, the student must have fulfilled all of the following:

- Complete all work with B- grade or above in all seminars.
- Successfully write and defend the applied research dissertation.
- Submit an edited dissertation for publication and binding.
- Fulfill all financial obligations to Capital Seminary and Graduate School.
- Complete the program within the statute of limitations period.
- Adherence to biblical standards and ethics in living one's lifestyle.
- Participate in the graduation and hooding ceremony.

## Application & Admissions

### Admission Criteria

Applicants must have:

- A personal testimony of faith in Jesus Christ
- An earned and accredited Master of Divinity (MDiv) degree or its equivalent
- A minimum cumulative grade point average (GPA) of 2.75 (on a 4.0 scale) in previous master's work
- A minimum test score of 600 on the paper-based TOEFL General Test (250 on the computer-based exam or 100 for the Internet-based test) or an equivalent demonstration of the ability to read, write, and do academic research in standard English (If English is not his/her first language)
- MAT or GRE scores from within the past 5 years
- Employer permission to complete the program
- References

### Application Process

Application files are not considered complete and students are not considered for admission until the following tasks are completed:

- Complete the Doctor of Ministry Program Application
- Pay \$40 non-refundable application fee. (Checks made payable and mailed to "Lancaster Bible College"; or call the Solution Center to make credit card payment)
- Submit additional documents:
  - Official transcripts from all degree granting post-secondary schools attended
  - Three Recommendation for Admissions forms (one academic, one character, one pastoral)
  - Employer Approval Form
  - Personal Testimony
  - A 15-page graded research paper written at the master's level
- Submit a Personal Vita which includes, in the following order:
  - A brief description of previous academic studies
  - A brief description of rationale and goals for pursuing doctoral studies
  - A brief description of the areas of ministry research the applicant might be interested in exploring during doctoral studies
  - A list of writings the applicant has had published, if any
  - A detailed description of current occupational responsibilities. The applicant should identify and explain any leadership tasks in which he/she is currently engaged
  - A detailed listing of previous ministry and/or experiences indicating the significant tasks and leadership responsibilities, if any
- Complete Standardized Testing:

- Applicants must take and submit official test scores for the GRE (Graduate Record Exam) or the MAT (Miller Analogies Test). Test scores may not be more than five years old.
- Applicants whose first language is not English must also submit scores for the TOEFL (Test of English as a Foreign Language).
- Complete an Interview
  - Students are required to come to campus for an admissions interview.

## Application Response

Applicants who have submitted all application materials will be notified of the admissions decision approximately two months prior to the cohort's start date. Five decisions are possible.

**Full Acceptance** - The applicant is fully accepted with no deficiencies or leveling requirements.

**Accepted with Deficiencies** - The applicant is accepted into the program with admission deficiencies identified. The program director will oversee the implementation of a remedial plan towards full acceptance.

**Accepted on Review Status** - The applicant is admitted pending further review. This may be because a part of the application was incomplete (e.g. a score for a test was not received in time) or because the applicant did not meet one of the admissions requirements.

**Delay** - The applicant may receive an application delay. This may be due to the program being filled, a change in the applicant's life situation, or an event preventing the applicant from attending the first program session. Delayed status applicants will not have to reapply to the program but must pay the program down payment fee.

**Declined** - The applicant who is declined will be notified by mail or email. Specific reasons for the decline are not provided.

# Seminary Programs

## Biblical Studies (MABS)

The Master of Arts in Biblical Studies (MABS) program at Capital Seminary & Graduate School is designed to provide individuals the opportunity to pursue an integrated program of study in Bible and theology. The program provides an understanding of and appreciation for deeper biblical truth that transforms students' minds, with a goal of motivating them to sacrificial ministry and service within the contexts of church and community (Romans 12:1-2). The Master of Arts in Biblical Studies focuses on the head, heart, and hands of students preparing for a leadership role in multiple ministry contexts.

## Program Competencies

The Master of Arts in Biblical Studies program equips students for ministry in the church and society by developing:

- A foundational knowledge of the narrative, content, and interpretation of the Bible for the purposes of the development of a biblical worldview.
- The skill sets necessary in effectively communicating the Scriptures.
- The skills necessary in the process of personal spiritual formation and discipleship of others.
- The character and competencies necessary to be an authentic servant leader.
- The skills necessary to study the Bible using the tools of biblical interpretation and language study.
- Experiential learning and research skills for maintaining life-long education.

## Program Effectiveness

[Click here to see data supporting the effectiveness of this program.](#)

## Locations Offered

Washington, DC  
Lancaster, PA

## Program Information

### Continuous Enrollment

Continuous enrollment is encouraged and expected in all Capital programs. It is understood that extenuating circumstances occur which may prevent a student from enrolling in a given semester. However, this should be viewed as an exception so the program can be completed within the five-year limit. Should a student not enroll for a 180 day period, he/she will be placed on non-student status and will need to reapply. A readmission application is available from Adult Learner Services (717-560-8282). Student records will be reviewed once a year during the summer months. See Planned Return Policy for further details.

### Program Completion

The maximum length for program completion is five years from the date of admission. An application for an extension may be obtained from Adult Learner Services (717-560-8282). Students not completing their degree or certificate within five years and not receiving an extension will be placed on non-student status. A Readmission Application may be obtained from Adult Learner Services. Student records will be reviewed once a year during the summer months.

## Graduation Requirements

The following requirements must be successfully completed in order to receive a Seminary degree or certificate:

- Satisfactory completion of all course work
- A minimum cumulative GPA of 2.5

- Fulfillment of all financial obligations
- Adherence to biblical standards and ethics in living one's lifestyle

## Graduate Certificate in Bible

The Graduate Certificate in Bible is a 24-credit program for individuals who do not need the MABS degree. For additional information, please refer to the Graduate Certificates section (p. 55) of this catalog.

## Curricular Structure

The Master of Arts in Biblical Studies program consists of 48 credits and a non-credit Orientation Seminar. The curriculum is designed as follows:

Biblical and Theological Studies	12 Credits
Ministry Praxis	6 Credits
Biblical Languages	12 Credits
Concentration courses	12 Credits
Open elective	<u>6 Credits</u>
Program Total	48 Credits

### Biblical and Theological Studies (12 Credits)

The following Biblical and Theological Studies courses are required unless the student has entered the program with advanced standing. Advanced Standing is granted to those students who have completed 30 hours or more of undergraduate Bible and theology courses. Students with less than 30 hours may receive partial Advanced Standing credit proportionate to undergraduate or graduate Bible and theology studies completed. Student's official transcripts will be evaluated during the admissions process and the student will be informed of their Advanced Standing status during their admissions interview.

BTC 523	Biblical Narrative - Old Testament	3
BTC 533	Biblical Narrative - New Testament	3
BTC 563	Biblical Interpretation	3
BTC 573	Introduction to Christian Theology	3

### Ministry Praxis (6 Credits)

MIN 504	Communicating Biblical Truth	3
MIN 509	Spiritual Formation & Discipleship	3

### Biblical Languages (12 Credits)

BIB 510	Hebrew for Ministry I	3
BIB 515	Greek for Ministry I	3
BIB 511	Hebrew for Ministry II	3
BIB 516	Greek for Ministry II	3

### Open Electives (6 credits)

- Research Options

## Concentrations (12 Credits)

### MABS in Christian Apologetics

God's people are called to love him with all their minds, in addition to their hearts and strength. With the increasing pluralism and antagonism to Christianity, believers must be prepared to give a defense for their hope. This concentration prepares students to think critically about the various religious and non-religious belief systems that challenge the truth of Christianity. It equips them to effectively engage any person or thought-system with the truth of the Christian faith. This is a benefit to the church and the cause of Christ as a whole.

**Required Classes (6 Credits)**

APO 540	Christian Apologetics	3
APO 545	New Testament Issues in Apologetics	3

**Elective Classes (6 credits)**

APO 515	Old Testament in Apologetics	3
APO 510	Philosophy for Apologetics	3

**MABS in Bible Exposition**

Each week both professional and lay Christian ministers, who are tasked with preaching and teaching God's Word, engage in a two-fold journey. First, they journey from the contemporary world back to the biblical world (interpretive journey). Second, they journey back from the biblical world to the contemporary world (communicative journey). Thus, Christian ministers need to know how to interpret and communicate God's Word. To do so with integrity, they need to know how to accurately interpret God's Word. To do so with relevancy, they need to know how to appropriately apply God's Word to a contemporary audience. This particular concentration is designed to prepare the Christian minister to both interpret the Word accurately and communicate the Word relevantly. While heavier weight is given to the interpretive journey in the concentration, ample time is given to the communicative journey.

This concentration effectively equips pastors, elders, lay teachers, youth leaders, and para-church leaders who desire to sharpen their skills for expository communication of the scriptures.

**Required Class (3 Credits)**

BIB 535	Introduction to Biblical Preaching	3
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**Elective Classes (9 Credits)**

*Students may select from a variety of exiting elective courses, which include courses focus on the hermeneutical process as well as courses focused on exegesis of the Old and New Testaments*

**MABS in Cultural Engagement**

Christians today often struggle to engage our rapidly changing and diverse culture. At Capital Seminary & Graduate School, our cultural engagement program equips students to understand culture biblically and theologically and to engage it effectively. This concentration provides a bridge from the theological training which is the foundation of the traditional seminary program to the world beyond the walls of the church.

Graduates of this program will develop a theology of culture and be equipped to apply that theology to church and personal ministry that reaches into their community. This program will be helpful to any vocation or ministry where engagement with culture is important. In addition to training in biblical and theological studies, this degree program equips individuals to engage the diverse worldviews that are encountered in the contemporary world. It also enables them to provide support to Christians in their diverse vocations outside the church context. Finally, it helps individuals understand the various cultural trends and issues that shape our secular and religious worlds and to respond to those issues with biblical and theological wisdom. The goal is to create leaders who can impact and transform both the church and society.

**Required Classes**

THE 535	Christianity in the Contemporary World	3
THE 541	Foundations of Theology of Culture	3
THE 542	Theological Interpretation of Media	3
THE 543	Cultural Analysis and Engagement	3

**Elective Classes 6 credits****Application and Admission**

Individuals seeking admission to Seminary programs must complete the following application steps. Decisions for admission to these programs are made using each application piece listed as criteria.

1. **Application Form:** Complete the online application and submit the \$40 application fee. Once your application has been received, you will be contacted by an Admissions Representative who will guide you through the application process.
2. **Autobiographical Essay:** Write an autobiographical essay. Guidelines for the essay are found here or from Adult Learner Services (717-560-8282). This essay is designed to provide applicable life content as well as demonstrate the applicant's writing ability. Applicants will be evaluated on: confirmation of acceptance of Christ as personal Savior, developments in spiritual growth, statement of ministry goals, and rationale for desiring a master's degree. This autobiography has specific guidelines (please follow link above) and is designed for assessing the above content as well as writing ability.
3. **References:** Ask two people who are qualified to evaluate your ministry/work experience and potential, to complete the reference form on your behalf. Reference forms are located online here.
4. **Request Official Transcripts:** Contact all institutions through which degrees have been awarded to request official transcripts to be sent to Adult Learner Services (717-560-8282). These must be official transcripts sent directly from the degree granting institution(s). There must be a transcript from an accredited institution showing completion of a bachelor's degree with a minimum GPA of 2.5.
5. **Computer Proficiency Form:** Please complete the online computer proficiency form.
6. **TOEFL Score:** Non-native speakers of English must submit scores from the Test of English as a Foreign Language (TOEFL). If the applicant has an undergraduate degree from an accredited American college or university, he/she is exempt from the TOEFL requirement. If required, the TOEFL test score must meet the following minimum for admission: paper score 550; computer score 213; or internet score 79. The applicant's skill score in writing will also be considered in the admissions decision.
7. **Personal Interview:** Following receipt of the above items, a personal interview will be arranged with a faculty member.

### Advanced Standing

For seminary programs, the following Biblical and Theological Studies courses are required unless the student has entered the program with advanced standing. Advanced Standing is granted to those students who have completed 30 hours or more of undergraduate Bible and theology courses. Students with less than 30 hours may receive partial Advanced Standing credit proportionate to undergraduate or graduate Bible and theology studies completed. Student's official transcripts will be evaluated during the admissions process and the student will be informed of their Advanced Standing status at the admissions interview.

BTC 523	Biblical Narrative - Old Testament	3
BTC 533	Biblical Narrative - New Testament	3
BTC 563	Biblical Interpretation	3
BTC 573	Introduction to Christian Theology	3

### Application Response

Applicants will be notified within three weeks of the submission of all application materials with regards to their acceptance into a program. Five decisions are possible.

1. **Full Acceptance:** The applicant is fully accepted with no deficiencies or leveling requirements.
2. **Accepted with Deficiencies:** The applicant is accepted into the program with admission's academic deficiencies identified. The applicant will be informed as to the necessary steps required to achieve full acceptance.
3. **Accepted on Review Status:** The applicant is admitted pending further review. This may be because a part of the application was incomplete (e.g. a score was not received in time) or because the applicant did not meet one of the admission's requirements.
4. **Delay:** The applicant may receive an application delay. This may be due to the program being filled, a change in the applicant's life situation, or an event preventing the applicant from attending the first program session. Delayed status applicants will not have to reapply to the program but must pay the program down payment fee.
5. **Declined:** The applicant who is declined will be notified by mail or email. Specific reasons for the decline are not provided.

## MABS Faculty

### Resident Faculty:

G. Gordon Gregory, Jr., DTh  
Samuel Harbin, DMin  
Thomas W. Hudgins, EdD  
Victor Jacobs, PhD  
Joseph A. Kim, ThM  
Harold A. Kime, EdD  
Mark R. Meyer, PhD  
Timothy Nicholls, MA  
Carl E. Sanders II, PhD  
John M. Soden, PhD

### Adjunct and Visiting Faculty:

Mark Eckel, PhD

## Christian Care (MACC)

### Purpose

The Master of Arts Christian Care Program (MACC) is focused on preparing the head, heart, and hands of ministry practitioners to meet individual and collective care needs in the Christian Church and Para-Church Community. The program addresses a broad range of common problems and typical needs. Biblical/theological truths, behavioral science insights, reliable caregiving methods, techniques, and practices along with critical thinking are utilized for developing and delivering effective, complete caregiving.

### MACC Mission

We desire to develop the head, heart and hands of ministry practitioners to meet individual and collective care needs.

**Developing the head:** We believe that effective ministry to broken individuals in a fallen world will happen best when our students understand people, human needs, ways to care, and biblical/theological truth. To provide for these growth areas, the MACC Program will explore insights from behavioral science, examples from care ministries, ideas from an historical understanding of care, and scriptural foundations. Additionally, students will be encouraged to develop a Christian worldview regarding care while being encouraged to grow in their ability to discern God's desire for them as servants of humanity.

**Developing the heart:** We believe that the condition of one's heart will affect their ability to care for people and minister successfully to their needs. Therefore, we desire that each student be able to love others as Christ loves us. To accomplish this, the program will cause students to explore their own life first before they attempt to assist others in their journey toward health and wholeness (Matt. &:1-5). The program will provide opportunities for students to spend time in reflection, contemplation, and prayer with the hope that God will renew their heart.

**Developing the Hands:** We believe knowledge about caring and having the heart of a caregiver is essential but insufficient. Therefore, our students need to be given practical ideas on how to conduct care ministry with individuals, groups, and families. These ideas will include the best methodologies, practices and techniques from behavioral science along with biblical and historic Christian practices. Students will also be given multiple opportunities to apply what they are learning in lab settings where they can test concepts and receive feedback from professors.

### MACC Theology and Philosophy of Education

The theology and philosophy of education from the MACC Program begins with the idea that each individual is created by God to become a unique part of His plan for the salvation of the world (Eph 2:8-10). Therefore, every person possesses a distinct personality, individual talents, and certain spiritual gifts (1 Cor. 12:4-11). They have further been shaped by the life circumstance which God has led them through in reaching the point where this program presently intersects with their lives. Professors, called and gifted by God to teach, must meet these unique persons where they are to help them obtain the knowledge and growth that God desires for them during the collaborative program experience (Matt. 28:19-10). Professors serve as facilitators alongside the Holy Spirit and God's Word to help students continue their life-long redemptive process of becoming like Christ (2 Tim. 3:16-4:2).

God is, and by nature exists in community. He is three persons in one – a truly communal being (Gen. 1:26; Matt. 28:19). God is also, by his own choice, incarnational (Phil. 2:5-8). He lived among us to show the way to truth and life (John 1:1-14; 14:6). God also created humankind in His Image (Gen. 1:27). This means that we are designed for community and relational engagement. Because of the fall (Gen. 3), we are sinful and require God's grace in order to be eventually restored to His original plan (Eph. 2:8). Presently, the underlying truths regarding who we are remain (Rom. 3:23-24). As educators, we believe this means that we must teach in a way that fosters authentic community, to the extent that it is possible, while recognizing this is not just an effective teaching method but a way to help students experience what God desires them to become (Heb. 10:24-25). Additionally, we, in an incarnational way, are involved with students. We believe that transformation occurs when life influences life. Being incarnational means that we must fully engage in the courses we teach not simply because research shows that teacher presence matters but because Christ needs to be modeled to students (1 Cor. 11:1)

Within the class situation, this theology and philosophy is supported by certain values that help shape the way that we design and teach the MACC course. First, we believe that learning is an ongoing process of growth. Therefore, no one ever reaches the place where they no longer need to obtain new knowledge and wisdom. We also think that each adult student brings a wealth of prior life and learning experiences to this educational environment and this should be utilized for the benefit of the community. Further, we believe that the ability to continue learning and growing is one of the wonderful gifts that God has provided (Heb. 12:1-2) Learning new things should be a joyful celebration, not merely a right or responsibility. We understand that different people learn better through various styles and educational practices. This requires a degree of flexibility and creativity in every course. Finally, we are passionate about engaging learners as individuals who enter each course with desire to learn. We expect our students to encounter the learning materials personally and with healthy independence to obtain what they need for personal growth. When our students do not share this enthusiasm, we will do our best to lead them into this joyous discovery.

As we design the courses for the MACC Program, we begin with what is most important for students to learn. We believe that starting with essential questions helps to ensure that students gain the most important knowledge, skills and methods. Therefore, assignments are designed to help assess students' knowledge proficiency and practical ability. Whenever possible, assessments will be designed with flexibility combined with options built in to meet the needs of the diverse learners we serve. Once assessments are developed, the needed resources, or ways to locate resources, are selected to support each learning goal. These resources are also selected to reflect variety. This accommodates the various ways God has created each student to learn most effectively and also helps solidify learning into various areas of the mind. Throughout the entire course design process, educational developers remember that they have been entrusted with the students who enroll in this program and therefore need to do their best to equip them in the ways that God desires.

While teaching our classes, we rely heavily on the guidance of the Holy Spirit to help us meet each student's needs (Rom. 8:26). We believe in the importance of praying for every course and individual student. As imperfect creatures, we try to remember to teach with humility and understand that sometimes we will not know enough. Ultimately, our goal is to be the kind of teacher that Jesus was to His disciples, knowing that we will always fall short but will answer to God one day related to our striving nonetheless (James 3:1)

Please see the program curriculum here:

- Master of Arts Christian Care, MACC

## Program Competencies

The Master of Arts Christian Care Program will equip students for ministry by developing:

- A foundational knowledge of the narrative, content, and interpretation of the Bible for the purpose of developing a biblical worldview.
- The skills necessary for effectively communicating the Scriptures to others personally and collectively.
- The skills necessary for the personal spiritual formation and discipleship of others.
- The character and competencies necessary to be an authentic servant leader.
- An understanding of the Christian Church's biblical, historic, and present role in providing care for those with life issues.
- The knowledge and skills to apply a biblical worldview in relation to understanding, assessing, and caring for others.
- A practical understanding of the relationship between theology and the behavioral sciences while applying that understanding to caregiving.

- An awareness, understanding, and ability to utilize outside agencies when personal needs exceed what the typical church or para-church ministry can provide.
- The skills to envision, design, equip, deploy, and manage Church and para-Church based care ministries.
- The skills essential for providing individual, marriage, family, and group Christian care.

## Location Offered

Greenbelt, MD

## Application and Admission

Individuals seeking admission to Seminary programs must complete the following application steps. Decisions for admission to these programs are made using each application piece listed as criteria.

1. **Application Form:** Complete the online application and submit the \$40 application fee. Once your application has been received, you will be contacted by an Admissions Representative who will guide you through the application process.
2. **Autobiographical Essay:** Write an autobiographical essay. Guidelines for the essay are found here or from Adult Learner Services (717-560-8282). This essay is designed to provide applicable life content as well as demonstrate the applicant's writing ability. Applicants will be evaluated on: confirmation of acceptance of Christ as personal Savior, developments in spiritual growth, statement of ministry goals, and rationale for desiring a master's degree. This autobiography has specific guidelines (please follow link above) and is designed for assessing the above content as well as writing ability.
3. **References:** Ask two people who are qualified to evaluate your ministry/work experience and potential, to complete the reference form on your behalf. Reference forms are located online here.
4. **Request Official Transcripts:** Contact all institutions through which degrees have been awarded to request official transcripts to be sent to Adult Learner Services (717-560-8282). These must be official transcripts sent directly from the degree granting institution(s). There must be a transcript from an accredited institution showing completion of a bachelor's degree with a minimum GPA of 2.5.
5. **Computer Proficiency Form:** Please complete the online computer proficiency form.
6. **TOEFL Score:** Non-native speakers of English must submit scores from the Test of English as a Foreign Language (TOEFL). If the applicant has an undergraduate degree from an accredited American college or university, he/she is exempt from the TOEFL requirement. If required, the TOEFL test score must meet the following minimum for admission: paper score 550; computer score 213; or internet score 79. The applicant's skill score in writing will also be considered in the admissions decision.
7. **Personal Interview:** Following receipt of the above items, a personal interview will be arranged with a faculty member.

## Advanced Standing

For seminary programs, the following Biblical and Theological Studies courses are required unless the student has entered the program with advanced standing. Advanced Standing is granted to those students who have completed 30 hours or more of undergraduate Bible and theology courses. Students with less than 30 hours may receive partial Advanced Standing credit proportionate to undergraduate or graduate Bible and theology studies completed. Student's official transcripts will be evaluated during the admissions process and the student will be informed of their Advanced Standing status at the admissions interview.

BTC 523	Biblical Narrative - Old Testament	3
BTC 533	Biblical Narrative - New Testament	3
BTC 563	Biblical Interpretation	3
BTC 573	Introduction to Christian Theology	3

## Application Response

Applicants will be notified within three weeks of the submission of all application materials with regards to their acceptance into a program. Five decisions are possible.

- **Full Acceptance:** The applicant is fully accepted with no deficiencies or leveling requirements.
- **Accepted with Deficiencies:** The applicant is accepted into the program with admission's academic deficiencies identified. The applicant will be informed as to the necessary steps required to achieve full acceptance.
- **Accepted on Review Status:** The applicant is admitted pending further review. This may be because a part of the application was incomplete (e.g. a score was not received in time) or because the applicant did not meet one of the admission's requirements.
- **Delay:** The applicant may receive an application delay. This may be due to the program being filled, a change in the applicant's life situation, or an event preventing the applicant from attending the first program session. Delayed status applicants will not have to reapply to the program but must pay the program down payment fee.

- **Declined:** The applicant who is declined will be notified by mail or email. Specific reasons for the decline are not provided.

## Curricular Structure

The Master of Arts Christian Care Program consists of 48 credits and a non-credit Orientation Seminar. The Curriculum is designed as follows:

Orientation Seminar	0 Credits
Bible and Theology	12 Credits
Ministry Praxis	9 Credits
Advanced Christian Care Praxis	21 Credits
Field-based Experience	6 Credits
Program Total	48 Credits

### Biblical and Theological Studies (12 Credits)

BTC 563	Biblical Interpretation	3
BTC 573	Introduction to Christian Theology	3
BTC 523	Biblical Narrative - Old Testament	3
BTC 533	Biblical Narrative - New Testament	3

### Ministry Praxis (9 Credits)

MIN 504	Communicating Biblical Truth	3
MIN 509	Spiritual Formation & Discipleship	3
MIN 510	The Leader's Life & Work	3

### Advanced Christian Care Praxis (21 Credits)

CHC 505	Foundations for Christian Care	3
CHC 510	Christian Care of Individuals	3
CHC 511	Christian Care of Individuals Lab	3
CHC 515	Christian Care of Families	3
CHC 516	Christian Care of Families Lab	3
CHC 520	Christian Care and Group Process	3
CHC 525	Training Christian Care Givers	3

### Field Based Experience - MACC (6 Credits)

CHC 590	Christian Care of Individuals and Families Practicum	3
CHC 595	Training Christian Care Givers Practicum	3

## MACC Faculty

### Resident Faculty:

Philp G. Bena, MA, Professor and Program Director

### Adjunct and Visiting Faculty:

Deborah Johnson-Cortesi, PhD  
 David W. Swan, Jr. MA  
 D. Fredrica Brooks-Davis, PsyD  
 T. Cedric Brown, DMin  
 Charles Ross, ThM  
 Daniel Hyun, DMin

## **Contextualized Pastoral Ministry (MAM)**

### **(Pastors Discipleship Network, Uganda)**

The Master of Arts in Contextualized Pastoral Ministry seeks to prepare African church pastors and leaders to utilize their unique gifts both personally and professionally for holistic ministry in a variety of African contexts through academic rigor (head), spiritual formation (heart), and professional ministry experience (hands).

### **Purpose**

This program prepares African church pastors and leaders to serve their church and society, by developing a biblical understanding and worldview, ministry and leadership skills, and applying this to the African context. Students will be equipped to lead their churches and train other African leaders to do the same through a western educational opportunity which focuses, not on rote memory, but the critical thinking aspects of understanding, analyzing, evaluating, applying, and creating.

### **Program Competencies**

The Master of Arts in Contextualized Pastoral Ministry program equips students for ministry in the church and society by:

#### **Biblical Understanding and Worldview**

The student will formulate a biblical understanding and worldview through the study of Scripture interpretation, the biblical narrative, theology, and church history.

#### **Spiritual Health and Ministry Integrity**

The student will form the moral, ethical, and spiritual foundations necessary for personal spiritual growth and sustainable ministry.

#### **Biblical Communication Skills**

The student will design and deliver clear and effective biblical preaching and teaching grounded in sound hermeneutics ensuring a biblically accurate message.

#### **Ministry Leadership Skills**

The student will demonstrate the professional skills necessary for appropriately managing their own life and leading others, not through abusing their authority, but through biblical servant leadership.

#### **Ministry Mentoring and Professional Experience**

The student will build effective personal and professional relationships based on mutual support and accountability for the purpose of intentional ministry development.

#### **African Contextual Application**

The student will understand and respond to major issues facing the African church through careful study, cultural assessment, biblical evaluation, and contextual application.

### **Curricular Structure**

The Master of Arts in Contextualized Pastoral Ministry is contextualized specifically for Africa. Furthermore, it is targeted precisely for pastors and church leaders. It is a ministry degree intended and designed to be used in the practical life and ministry of an African pastor and church leader.

Bible and Theology 15 Credits

Ministry Application 15 Credits

Africa Context 10 Credits

Program Total 40 Credits

### **Biblical and Theological Studies (15 Credits)**

PDN 501	The Biblical Narrative	3
PDN 502	Biblical Hermeneutics	3
PDN 503	Introduction to Christian Theology I	3
PDN 504	Introduction to Christian Theology II	3
PDN 505	Church History and the African Context	3

### **Ministry Application (15 Credits)**

PDN 512	Spiritual Formation and Discipleship	3
PDN 513	Community and Family Systems	3
PDN 514	Holistic Child Development	3
PDN 515	Leader's Life and Work	3
PDN 511	Communicating Biblical Truth	3

### **Africa Context (10 Credits)**

PDN 521	Issues in African Pastoral Ministry I	3
PDN 522	Issues in African Pastoral Ministry II	3
PDN 523	Field Based Ministry I	2
PDN 524	Field Based Ministry II	2

## **Location Offered**

Kampala, Uganda

## **Formational Leadership (MAFL)**

The Master of Arts in Formational Leadership degree is an interconnected learning community designed to equip globally minded ministry leaders in holistic self-care, digital age communication, emotional intelligence, formative leadership principles, storytelling, and global engagement. This 30 credit degree program seeks to transform individual leaders while setting a course for healthy influence within a global village. Biblical, theological, and historical models of interior leadership and influence will be studied in relation to their impact on the 21st century church.

## **Purpose**

This major prepares students to serve as leaders in the church and society through developing a biblical framework, missional convictions, and the ability to influence with integrity. Special emphasis on character formation, soul-care, and practical faith practices will be central to the curriculum. Ministry leaders will be equipped to evaluate and care for their own soul as the basis for leading and participating in the mission of God in the global church and marketplace.

## **Program Competencies**

### **Biblical Philosophy of Ministry**

The student will formulate a philosophy of ministry respective to their ministry community and culture, which is biblically-founded, practical, missional, and culturally sensitive.

### **Global and Contextual Application**

The student will generate a global understanding and praxis of relationship through strategic community formation residencies.

## Spiritual Health and Ministry Integrity

The student will cultivate a moral, ethical, and spiritual foundation necessary for personal spiritual growth and sustainable ministry.

## Team Mentoring and Professional Experience

The student will build effective personal and professional relationships based on mutual support and accountability for the purpose of intentional ministry team development.

## Biblical Communication Skills

The student will formulate theological skill sets leading to an integration of the person, ministry, and life of the leader for the purpose of communication.

## Ministry Leadership Skills

The student will develop leadership competencies for the purpose of influence in a digital culture.

## Curricular Structure

The Master of Arts in Formational Leadership program consists of 30 credits and three Community Formation Experiences. The curriculum is designed as follows:

Community Formation West Coast Experience	0 Credit
Interior Development Studies	15 Credits
Community Formation International Experience	0 Credit
Exterior Development Studies	15 Credits
Community Formation Hawaii Experience	<u>0 Credit</u>
Program Total	30 Credits

## Emphasis on Ministry in a Variety of Contexts

The curriculum seeks to prepare students for ministry in the church and society through a variety of ministry contexts. Digital age ministry requires the ability to culturally contextualize theology, leadership, organizational theology, and communication skills. Also recognized as a need for ministry in the global age is the ability to create “story” and “tribal” context. Furthermore, healthy leaders give birth to healthy ministries. Therefore, intentional self-assessment, the integration of emotional intelligence, soul-care, restoration and reconciliation, and three unique team-based field experiences have been included to increase the propensity towards healthy, successful, and reproducible leadership in ministry. As students explore their gifting, affirm their callings, and create space for authentic peer relationship building, a desired outcome of interior and exterior unified skill set development is intended. The goal is to participate with the Holy Spirit in the mental, spiritual, and behavioral development of godly ministry leaders who will in turn serve God by ministering to others in church and society.

## Ministering in a Global Digital Age

All ministry occurs in the local context and to “the world”. Jesus in global commissioning said to “go to the world” in Matthew 18. John 3:16-17 implies that “God sent his Son (to the world) so that none perish.” In fact, the digital age and worldwide web have made the world a global village. Research on the “Great Migration” shows that 75% of those being polled no longer live in their country of origin. Even the most indigenous tribes have access to cellphones or the internet. The United States is becoming a mission field for other world religions. We recognize that ministry is deeply dependent on a proper understanding of the Bible, theology, leadership and organizational development. In an effort to best prepare our students for ministry to the “whole world”, we will utilize an interdisciplinary approach to the curriculum.

## Three Experiences – Face to Face, Experiencing the World and Doing Church as a Team

In this social media driven world, it is especially important to create room for deeper relationships. With this being the case, there are bookend residencies for the degree as well as third residency midway. The first residency is being held in Eugene, Oregon as a campfire setting in which people can sing songs, tell stories, and be known. Students will be encouraged to develop relationships to help them navigate existing ministry. The second residency in an international residency for students with the intention of creating a practical, global experience, utilizing the New Hope International network of churches in Asia. The third, and final, residency is being held in Hawaii to learn, observe and serve at New Hope which is a functional team based, digital age ministry.

### Location Offered

Blended with three residencies at various locations.

### Required Courses

MFL 501	Self-Care for the 21st Century Leader	3
MFL 502	Integrative Theology	3
MFL 503	Emotional Intelligence & Digital Age Communication	3
MFL 504	Restoration & Reconciliation	3
MFL 505	Leadership as Influence	3
MFL 506	Global Community Formation	3
MFL 507	Theology of Organization	3
MFL 508	Shaping Resilient Teams	3
MFL 509	Communication as Story	3
MFL 510	Seasons of the Soul in Leadership	3

### Travel Learn Experiences - Graduation Requirements

CFR 501	Eugene Residency	0
CFR 502	International Experience	0
CFR 503	Hawaii Experience	0

## Ministry (MAM)

The Master of Arts in Ministry (MAM) program is designed to provide professional ministry development, primarily in church and church-related ministries. Students receive foundational preparation for a broad range of careers. The career marketplace for graduates from the MAM includes pastors, church and church-related staff members, Christian education specialists, student ministry professionals, and specialists in children's ministry.

This degree program provides individuals with contemporary biblical and theological scholarship that is transferable to ministry and brings vitality and commitment to service. This degree program endeavors to produce individuals who are marked by character qualities consistent with biblical servant leadership, competent in service to God and humanity through the use of essential skills in communication, leadership and management, and committed to a set of core values and beliefs that align with the historic Christian faith.

Please see the program curricula here:

- Church Planting, MAM
- Formational Children and Family Ministry, MAM
- Leadership Studies, MAM
- Pastoral Studies, MAM
- Youth & Young Adult Ministry, MAM

## Purpose

The purpose of the Master of Arts in Ministry degree is to prepare students to effectively minister in both local church and church-related contexts. Students develop a solution orientation to the challenges of ministry and learn to integrate both biblical precepts and the Christian faith with their professional practices.

## Program Competencies

The Master of Arts in Ministry program equips students for ministry in the church and society by developing:

- A foundational knowledge of the narrative, content, and interpretation of the Bible for the purposes of the development of a biblical worldview.
- The skill sets necessary in effectively communicating the Scriptures.
- The skills necessary in the process of personal spiritual formation and discipleship of others.
- The character and competencies necessary to be an authentic servant leader.
- A biblical philosophy of ministry and leadership practice applicable in the context of contemporary culture.
- The knowledge and skill sets necessary to lead individuals, teams, and organizations.
- The skill sets necessary for assessing organizational health and strategizing for organizational development.
- Knowledge and skill sets appropriate to the selected ministry concentration.
- Experiential learning and research skills for maintaining life-long education.

## Locations Offered

*Note: Not all concentrations are offered at each site.*

Washington, DC  
Lancaster, PA  
Boca Raton, FL

## Program Information

### Educational Philosophy

The Master of Arts in Ministry is founded on six basic educational commitments. These commitments represent the educational philosophy on which the program is structured. The student entering this program can expect that course design and faculty selection will reflect this perspective on teaching and learning. These are:

- We believe the Bible provides the philosophical and practical foundations for ministry in any context-therefore, in every course, classroom content and Scriptural principles are integrated and applied to professional practice.
- We believe that the character of the leader is crucial for impacting ministry-therefore, courses seek not only to educate the mind in ministry competencies, but also to nurture the development of biblical character qualities in our students.
- We believe that a graduate curriculum should balance contemporary scholarship and professional practice-therefore, classroom content facilitates the reflection of relevant theory with the application of learning to real-world situations. In addition, each faculty member is a seasoned practitioner in their field, allowing students to benefit from the praxis of their in-depth knowledge and professional experience.
- We believe the mentoring process is the most effective means to equip people for ministry-therefore, each student is assigned to a faculty advisor, who guides the academic process from matriculation to graduation and provides ministry counsel and encouragement.
- We believe adults grow more effectively in nurturing communities-therefore, the graduate student is viewed as a self-directed learner and adult learning methods are emphasized, making the classroom environment an educational workshop that emphasizes interactive methods that utilize the professor and student's unique gifts and life experience.
- We believe in life-long education-therefore, courses emphasize critical thinking skills that relate to all of life and ministry, and provide the practical research skills for maintaining continuing education in Christian ministry beyond a formal degree program.

### Academic Advising

Each student is assigned a Student Experience Specialist who will help them through the admissions process, orientation, scheduling, registration, graduation, and other academic matters relating to the student's progress through their program. Furthermore, a Faculty Advisor will be assigned to each student for assistance with Field-Based Experience and to provide a guide through the program. Final responsibility for the fulfillment of all program and graduation requirements rests with the student; therefore students are encouraged to be proactive in relating to their Student Experience Specialist and Faculty Advisor during academic studies.

## Continuous Enrollment

Continuous enrollment is encouraged and expected in all Capital programs. It is understood that extenuating circumstances occur which may prevent a student from enrolling in a given semester. However, this should be viewed as an exception so the program can be completed within the five-year limit. Should a student not enroll for a 180 day period, he/she will be placed on non-student status and will need to reapply. A readmission application is available from Adult Learner Services (717-560-8282). Student records will be reviewed once a year during the summer months. See Planned Return Policy for further details.

## Program Completion

The maximum length for program completion is five years from the date of admission. An application for an extension may be obtained from Adult Learner Services (717-560-8282). Students not completing their degree or certificate within five years and not receiving an extension will be placed on non-student status. A Readmission Application may be obtained from Adult Learner Services. Student records will be reviewed once a year during the summer months.

## Graduation Requirements

The following requirements must be successfully completed in order to receive a Seminary degree or certificate:

- Satisfactory completion of all course work
- A minimum cumulative GPA of 2.5
- Fulfillment of all financial obligations
- Adherence to biblical standards and ethics in living one's lifestyle

## Graduate Certificate in Ministry

The Graduate Certificate in any of the MAM concentrations is a 24-credit program for individuals who do not need the MAM degree. For additional information, please refer to the Graduate Certificates section (p. 55) of this catalog.

## Concentrations

### Church Planting, MAM

## Curricular Structure

The Master of Arts in Ministry program consists of 48 credits and a non-credit Orientation Seminar. The curriculum is designed as follows:

Orientation Seminar	0 Credit
Biblical and Theological Studies	12 Credits
Ministry Praxis	9 Credits
Advanced Ministry Praxis - Church Planting	21 Credits
Field-Based Experience	<u>6 Credits</u>
Program Total	48 Credits

## Location Offered

Boca Raton, FL

### Biblical and Theological Studies (12 Credits)

The following Biblical and Theological Studies courses are required unless the student has entered the program with advanced standing. Advanced Standing is granted to those students who have completed 30 hours or more of undergraduate Bible and theology courses. Students with less than 30 hours may receive partial Advanced Standing credit proportionate to undergraduate or graduate Bible and theology studies completed. Student's official transcripts will be evaluated during the admissions process and the student will be informed of their Advanced Standing status during their admissions interview.

BTC 523	Biblical Narrative - Old Testament	3
BTC 533	Biblical Narrative - New Testament	3
BTC 563	Biblical Interpretation	3
BTC 573	Introduction to Christian Theology	3

### Ministry Praxis (9 Credits)

MIN 504	Communicating Biblical Truth	3
MIN 509	Spiritual Formation & Discipleship	3
MIN 510	The Leader's Life & Work	3

### Advanced Ministry Praxis - Church Planting (21 Credits)

MIN 505	Theological Foundations for Ministry	3
MIN 507	Leadership Development & Team Building	3
MIN 508	Organizational Change & Conflict	3
CPL 501	Theology, History & Models of Church Planting Movements	3
CPL 502	Exegeting Culture for Church Planting	3
CPL 504	Church Planting I	3
CPL 505	Church Planting II	3

### Field-based Experience (6 Credits)

The field-based study experience is an integral part of the total degree that is designed to develop greater competence in ministry. In consultation with their faculty mentor, students will select among the first two options below to fulfill the 6 credits of program requirements.

### Ministry Internships

Students are provided an opportunity to gain practical ministry knowledge by serving in an approved church, church organization, non-profit organization, governmental organization, school, or under the mentorship of a Christian leader. Students invest a total of 120 documented hours, per 3-credit internship course, in observation and activities under the mentoring of a qualified organizational leader. Internship sites and supervisors must be approved in advance by the student's faculty mentor. Mentorships are offered to students already serving in a paid ministry position. Details of the mentorship will be developed with the assistance of the student's faculty mentor. Ministry Internships or Mentorships are charged tuition at the same rate as other 3 credit courses.

MIN 590	Ministry Internship	3
MIN 591	Ministry Internship II	3

### Formational Children & Family Ministry, MAM

## Curricular Structure

The Master of Arts in Ministry program consists of 48 credits and a non-credit Orientation Seminar. The curriculum is designed as follows:

Orientation Seminar	0 Credit
Biblical and Theological Studies	12 Credits
Ministry Praxis	9 Credits
Advanced Ministry Praxis - Children & Family Ministry	21 Credits
Field-Based Experience	<u>6 Credits</u>
Program Total	48 Credits

## Location Offered

Lancaster, PA

### Biblical and Theological Studies (12 Credits)

The following Biblical and Theological Studies courses are required unless the student has entered the program with advanced standing. Advanced Standing is granted to those students who have completed 30 hours or more of undergraduate Bible and theology courses. Students with less than 30 hours may receive partial Advanced Standing credit proportionate to undergraduate or graduate Bible and theology studies completed. Student's official transcripts will be evaluated during the admissions process and the student will be informed of their Advanced Standing status during their admissions interview.

BTC 523	Biblical Narrative - Old Testament	3
BTC 533	Biblical Narrative - New Testament	3
BTC 563	Biblical Interpretation	3
BTC 573	Introduction to Christian Theology	3

### Ministry Praxis (9 Credits)

MIN 504	Communicating Biblical Truth	3
MIN 509	Spiritual Formation & Discipleship	3
MIN 510	The Leader's Life & Work	3

### Advanced Ministry Praxis - Children & Family Ministry (21 Credits)

MIN 505	Theological Foundations for Ministry	3
MIN 507	Leadership Development & Team Building	3
MIN 508	Organizational Change & Conflict	3
CFM 501	Foundations of Children and Family Ministry	3
CFM 502	Spiritual Formation of Children and Families	3
CFM 503	Missional Families in a Global World	3
CFM 504	Global Children's Ministry	3

### Field-based Experience (6 Credits)

The field-based study experience is an integral part of the total degree that is designed to develop greater competence in ministry. In consultation with their faculty mentor, students will select among the first two options below to fulfill the 6 credits of program requirements.

#### Ministry Internships

Students are provided an opportunity to gain practical ministry knowledge by serving in an approved church, church organization, non-profit organization, governmental organization, school, or under the mentorship of a Christian leader. Students invest a total of 120 documented hours, per 3-credit internship course, in observation and activities under the mentoring of a qualified organizational leader. Internship sites and supervisors must be approved in advance by the student's faculty mentor. Mentorships are offered to students already serving in a paid ministry position. Details of the mentorship will be developed with the assistance of the student's faculty mentor. Ministry Internships or Mentorships are charged tuition at the same rate as other 3 credit courses.

MIN 590	Ministry Internship	3
MIN 591	Ministry Internship II	3

### Leadership Studies, MAM

## Curricular Structure

The Master of Arts in Ministry program consists of 48 credits and a non-credit Orientation Seminar. The curriculum is designed as follows:

Orientation Seminar	0 Credit
Biblical and Theological Studies	12 Credits
Ministry Praxis	9 Credits
Advanced Ministry Praxis - Leadership Studies	21 Credits

Field-Based Experience	<u>6 Credits</u>
Program Total	48 Credits

## Locations Offered

Greenbelt, MD  
Lancaster, PA

### Biblical and Theological Studies (12 Credits)

The following Biblical and Theological Studies courses are required unless the student has entered the program with advanced standing. Advanced Standing is granted to those students who have completed 30 hours or more of undergraduate Bible and theology courses. Students with less than 30 hours may receive partial Advanced Standing credit proportionate to undergraduate or graduate Bible and theology studies completed. Student's official transcripts will be evaluated during the admissions process and the student will be informed of their Advanced Standing status during their admissions interview.

BTC 523	Biblical Narrative - Old Testament	3
BTC 533	Biblical Narrative - New Testament	3
BTC 563	Biblical Interpretation	3
BTC 573	Introduction to Christian Theology	3

### Ministry Praxis (9 Credits)

MIN 504	Communicating Biblical Truth	3
MIN 509	Spiritual Formation & Discipleship	3
MIN 510	The Leader's Life & Work	3

### Advanced Ministry Praxis - Leadership Studies (21 Credits)

MIN 505	Theological Foundations for Ministry	3
MIN 507	Leadership Development & Team Building	3
MIN 508	Organizational Change & Conflict	3
LSP 501	Leadership Theory & Practice	3
LSP 502	Development of Organizational Leadership	3
LSP 503	Psychology of Leadership	3
LSP 509	Leadership Style Analysis	3

### Field-based Experience (6 Credits)

The field-based study experience is an integral part of the total degree that is designed to develop greater competence in ministry. In consultation with their faculty mentor, students will select among the first two options below to fulfill the 6 credits of program requirements.

#### 1. Ministry Internships

Students are provided an opportunity to gain practical ministry knowledge by serving in an approved church, church organization, non-profit organization, governmental organization, school, or under the mentorship of a Christian leader. Students invest a total of 120 documented hours, per 3-credit internship course, in observation and activities under the mentoring of a qualified organizational leader. Internship sites and supervisors must be approved in advance by the student's faculty mentor. Mentorships are offered to students already serving in a paid ministry position. Details of the mentorship will be developed with the assistance of the student's faculty mentor. Ministry Internships or Mentorships are charged tuition at the same rate as other 3 credit courses.

MIN 590	Ministry Internship	3
MIN 591	Ministry Internship II	3

#### 2. Academic Option

With the permission of both the Faculty Mentor and a Chair of the appropriate Seminary Department, students may be allowed to take elective courses in their program or an independent study appropriate to their ministry goals. Students must make a formal written proposal in order to exercise this option.

## Pastoral Studies, MAM

### Curricular Structure

The Master of Arts in Ministry program consists of 48 credits and a non-credit Orientation Seminar. The curriculum is designed as follows:

Orientation Seminar	0 Credit
Biblical and Theological Studies	12 Credits
Ministry Praxis	9 Credits
Advanced Ministry Praxis - Pastoral Studies	1 Credits
Field-Based Experience	<u>6 Credits</u>
Program Total	48 Credits

### Locations Offered

Greenbelt, MD  
Lancaster, PA

#### Biblical and Theological Studies (12 Credits)

The following Biblical and Theological Studies courses are required unless the student has entered the program with advanced standing. Advanced Standing is granted to those students who have completed 30 hours or more of undergraduate Bible and theology courses. Students with less than 30 hours may receive partial Advanced Standing credit proportionate to undergraduate or graduate Bible and theology studies completed. Student's official transcripts will be evaluated during the admissions process and the student will be informed of their Advanced Standing status during their admissions interview.

BTC 523	Biblical Narrative - Old Testament	3
BTC 533	Biblical Narrative - New Testament	3
BTC 563	Biblical Interpretation	3
BTC 573	Introduction to Christian Theology	3

#### Ministry Praxis (9 Credits)

MIN 504	Communicating Biblical Truth	3
MIN 509	Spiritual Formation & Discipleship	3
MIN 510	The Leader's Life & Work	3

#### Advanced Ministry Praxis - Pastoral Studies (21 Credits)

MIN 505	Theological Foundations for Ministry	3
MIN 507	Leadership Development & Team Building	3
MIN 508	Organizational Change & Conflict	3
PAS 502	Local Church Revitalization	3
PAS 503	Theology, History, & Practice of Worship	3
PAS 513	Advanced Homiletics	3
PAS 520	Designing Strategic Models of Adult Discipleship	3

#### Field-based Experience (6 Credits)

The field-based study experience is an integral part of the total degree that is designed to develop greater competence in ministry. In consultation with their faculty mentor, students will select among the first two options below to fulfill the 6 credits of program requirements.

## 1. Ministry Internships

Students are provided an opportunity to gain practical ministry knowledge by serving in an approved church, church organization, non-profit organization, governmental organization, school, or under the mentorship of a Christian leader. Students invest a total of 120 documented hours, per 3-credit internship course, in observation and activities under the mentoring of a qualified organizational leader. Internship sites and supervisors must be approved in advance by the student's faculty mentor. Mentorships are offered to students already serving in a paid ministry position. Details of the mentorship will be developed with the assistance of the student's faculty mentor. Ministry Internships or Mentorships are charged tuition at the same rate as other 3 credit courses.

MIN 590	Ministry Internship	3
MIN 591	Ministry Internship II	3

## 2. Academic Option

With the permission of both the Faculty Mentor and a Chair of the appropriate Seminary Department, students may be allowed to take elective courses in their program or an independent study appropriate to their ministry goals. Students must make a formal written proposal in order to exercise this option.

### Youth and Young Adult Ministry, MAM

## Curricular Structure

The Master of Arts in Ministry program consists of 48 credits and a non-credit Orientation Seminar. The curriculum is designed as follows:

Orientation Seminar	0 Credit
Biblical and Theological Studies	12 Credits
Ministry Praxis	9 Credits
Advanced Ministry Praxis - Student Ministry	21 Credits
Field-Based Experience	<u>6 Credits</u>
Program Total	48 Credits

## Location Offered

Lancaster, PA

### Biblical and Theological Studies (12 Credits)

The following Biblical and Theological Studies courses are required unless the student has entered the program with advanced standing. Advanced Standing is granted to those students who have completed 30 hours or more of undergraduate Bible and theology courses. Students with less than 30 hours may receive partial Advanced Standing credit proportionate to undergraduate or graduate Bible and theology studies completed. Student's official transcripts will be evaluated during the admissions process and the student will be informed of their Advanced Standing status during their admissions interview.

BTC 523	Biblical Narrative - Old Testament	3
BTC 533	Biblical Narrative - New Testament	3
BTC 563	Biblical Interpretation	3
BTC 573	Introduction to Christian Theology	3

### Ministry Praxis (9 Credits)

MIN 504	Communicating Biblical Truth	3
MIN 509	Spiritual Formation & Discipleship	3
MIN 510	The Leader's Life & Work	3

### Advanced Ministry Praxis - Student Ministry (21 Credits)

MIN 505	Theological Foundations for Ministry	3
MIN 507	Leadership Development & Team Building	3

MIN 508	Organizational Change & Conflict	3
YMN 501	Student Development, Culture & Contextualization	3
YMN 502	Student & Family Systems Counseling	3
YMN 503	Thinking Theologically in Student Ministry	3
YMN 504	Spiritual Formation of Students	3

### Field-based Experience (6 Credits)

The field-based study experience is an integral part of the total degree that is designed to develop greater competence in ministry. In consultation with their faculty mentor, students will select among the first two options below to fulfill the 6 credits of program requirements.

### Ministry Internships or Mentorships

Students are provided an opportunity to gain practical ministry knowledge by serving in an approved church, church organization, non-profit organization, governmental organization, school, or under the mentorship of a Christian leader. Students invest a total of 120 documented hours, per 3-credit internship course, in observation and activities under the mentoring of a qualified organizational leader. Internship sites and supervisors must be approved in advance by the student's faculty mentor. Mentorships are offered to students already serving in a paid ministry position. Details of the mentorship will be developed with the assistance of the student's faculty mentor. Ministry Internships or Mentorships are charged tuition at the same rate as other 3 credit courses.

MIN 590	Ministry Internship	3
MIN 591	Ministry Internship II	3

### Application and Admission

Individuals seeking admission to Seminary programs must complete the following application steps. Decisions for admission to these programs are made using each application piece listed as criteria.

- Application Form:** Complete the online application and submit the \$40 application fee. Once your application has been received, you will be contacted by an Admissions Representative who will guide you through the application process.
- Autobiographical Essay:** Write an autobiographical essay. Guidelines for the essay are found here or from Adult Learner Services (717-560-8282). This essay is designed to provide applicable life content as well as demonstrate the applicant's writing ability. Applicants will be evaluated on: confirmation of acceptance of Christ as personal Savior, developments in spiritual growth, statement of ministry goals, and rationale for desiring a master's degree. This autobiography has specific guidelines (please follow link above) and is designed for assessing the above content as well as writing ability.
- References:** Ask two people who are qualified to evaluate your ministry/work experience and potential, to complete the reference form on your behalf. Reference forms are located online here.
- Request Official Transcripts:** Contact all institutions through which degrees have been awarded to request official transcripts to be sent to Adult Learner Services (717-560-8282). These must be official transcripts sent directly from the degree granting institution(s). There must be a transcript from an accredited institution showing completion of a bachelor's degree with a minimum GPA of 2.5.
- Computer Proficiency Form:** Please complete the online computer proficiency form.
- TOEFL Score:** Non-native speakers of English must submit scores from the Test of English as a Foreign Language (TOEFL). If the applicant has an undergraduate degree from an accredited American college or university, he/she is exempt from the TOEFL requirement. If required, the TOEFL test score must meet the following minimum for admission: paper score 550; computer score 213; or internet score 79. The applicant's skill score in writing will also be considered in the admissions decision.
- Personal Interview:** Following receipt of the above items, a personal interview will be arranged with a faculty member.

### Advanced Standing

The following Biblical and Theological Studies courses are required unless the student has entered the program with advanced standing. Advanced Standing is granted to those students who have completed 30 hours or more of undergraduate Bible and theology courses. Students with less than 30 hours may receive partial Advanced Standing credit proportionate to undergraduate or graduate Bible and theology studies completed. Student's official transcripts will be evaluated during the admissions process and the student will be informed of their Advanced Standing status at the admissions interview.

BTC 523	Biblical Narrative - Old Testament	3
BTC 533	Biblical Narrative - New Testament	3
BTC 563	Biblical Interpretation	3
BTC 573	Introduction to Christian Theology	3

## Application Response

Applicants will be notified within three weeks of the submission of all application materials with regards to their acceptance into a program. Five decisions are possible.

- **Full Acceptance:** The applicant is fully accepted with no deficiencies or leveling requirements.
- **Accepted with Deficiencies:** The applicant is accepted into the program with admission's academic deficiencies identified. The applicant will be informed as to the necessary steps required to achieve full acceptance.
- **Accepted on Review Status:** The applicant is admitted pending further review. This may be because a part of the application was incomplete (e.g. a score was not received in time) or because the applicant did not meet one of the admission's requirements.
- **Delay:** The applicant may receive an application delay. This may be due to the program being filled, a change in the applicant's life situation, or an event preventing the applicant from attending the first program session. Delayed status applicants will not have to reapply to the program but must pay the program down payment fee.
- **Declined:** The applicant who is declined will be notified by mail or email. Specific reasons for the decline are not provided.

## Divinity (MDiv)

The Master of Divinity (MDiv) at Capital Seminary & Graduate School is a uniquely balanced program designed to produce the competencies necessary to lead from a biblical worldview. The program prepares students for a leadership role in multiple ministry contexts by focusing on the development of the head, heart, and hands of the student. This program combines the Master of Arts in Biblical Studies program, providing the biblical and theological core, with the Master of Arts in Ministry or Master of Arts in Christian Care program, providing the ministry praxis.

Available concentrations include:

- Bible Exposition, MDiv
- Christian Apologetics, MDiv
- Christian Care, MDiv
- Church Planting, MDiv
- Cultural Engagement, MDiv
- Formational Children & Family Ministry, MDiv
- Leadership Studies, MDiv
- Pastoral Studies, MDiv
- Youth & Young Adult Ministry, MDiv

## Program Competencies

The Master of Divinity program equips students for ministry in the church and society by developing:

- A foundational knowledge of the narrative, content, and interpretation of the Bible for the purposes of the development of a biblical worldview.
- The skill sets necessary in effectively communicating the Scriptures.
- The skills necessary in the process of personal spiritual formation and discipleship of others.
- The character and competencies necessary to be an authentic servant leader.
- The skills necessary to study the Bible using the tools of biblical interpretation and language study.

AND

## Master of Arts in Ministry Component

- A biblical philosophy of ministry and leadership practice applicable in the context of contemporary culture.
- The knowledge and skill sets necessary to lead individuals, teams, and organizations.
- The skill sets necessary for assessing organizational health and strategizing for organizational development.
- Knowledge and skill sets appropriate to the selected ministry concentration.

- Experiential learning and research skills for maintaining life-long education.

OR

## Master of Arts Christian Care Component

- An understanding of the Christian Church's biblical, historic and present role in providing care for those with life issues.
- The knowledge and skills to apply a biblical worldview in relation to understanding, identifying problems, and caring for others.
- A practical understanding of the relationship between theology and the behavioral sciences in Christian Church and para-Church ministry; and the ability to apply that understanding in caring for people with exceptional needs, including when necessary the involvement of outside agencies.
- The skills to envision, design, equip, deploy, and manage Church and para-Church based care ministries.
- The skills needed in the actual practice of individual and group Christian care.

## Locations Offered

*Note: Not all concentrations are offered at each site. See program pages for details.*

Washington, DC

Lancaster, PA

Boca Raton, FL

## Application and Admission

Individuals seeking admission to Seminary programs must complete the following application steps. Decisions for admission to these programs are made using each application piece listed as criteria.

1. **Application Form:** Complete the online application and submit the \$40 application fee. Once your application has been received, you will be contacted by an Admissions Representative who will guide you through the application process.
2. **Autobiographical Essay:** Write an autobiographical essay. Guidelines for the essay are found here or from Adult Learner Services (717-560-8282). This essay is designed to provide applicable life content as well as demonstrate the applicant's writing ability. Applicants will be evaluated on: confirmation of acceptance of Christ as personal Savior, developments in spiritual growth, statement of ministry goals, and rationale for desiring a master's degree. This autobiography has specific guidelines (please follow link above) and is designed for assessing the above content as well as writing ability.
3. **References:** Ask two people who are qualified to evaluate your ministry/work experience and potential, to complete the reference form on your behalf. Reference forms are located online here.
4. **Request Official Transcripts:** Contact all institutions through which degrees have been awarded to request official transcripts to be sent to Adult Learner Services (717-560-8282). These must be official transcripts sent directly from the degree granting institution(s). There must be a transcript from an accredited institution showing completion of a bachelor's degree with a minimum GPA of 2.5.
5. **Computer Proficiency Form:** Please complete the online computer proficiency form.
6. **TOEFL Score:** Non-native speakers of English must submit scores from the Test of English as a Foreign Language (TOEFL). If the applicant has an undergraduate degree from an accredited American college or university, he/she is exempt from the TOEFL requirement. If required, the TOEFL test score must meet the following minimum for admission: paper score 550; computer score 213; or internet score 79. The applicant's skill score in writing will also be considered in the admissions decision.
7. **Personal Interview:** Following receipt of the above items, a personal interview will be arranged with a faculty member.

## Advanced Standing

The following Biblical and Theological Studies courses are required unless the student has entered the program with advanced standing. Advanced Standing is granted to those students who have completed 30 hours or more of undergraduate Bible and theology courses. Students with less than 30 hours may receive partial Advanced Standing credit proportionate to undergraduate or graduate Bible and theology studies completed. Student's official transcripts will be evaluated during the admissions process and the student will be informed of their Advanced Standing status at the admissions interview.

BTC 523	Biblical Narrative - Old Testament	3
BTC 563	Biblical Interpretation	3
BTC 573	Introduction to Christian Theology	3
BTC 533	Biblical Narrative - New Testament	3

## Application Response

Applicants will be notified within three weeks of the submission of all application materials with regards to their acceptance into a program. Five decisions are possible.

- **Full Acceptance:** The applicant is fully accepted with no deficiencies or leveling requirements.
- **Accepted with Deficiencies:** The applicant is accepted into the program with admission's academic deficiencies identified. The applicant will be informed as to the necessary steps required to achieve full acceptance.
- **Accepted on Review Status:** The applicant is admitted pending further review. This may be because a part of the application was incomplete (e.g. a score was not received in time) or because the applicant did not meet one of the admission's requirements.
- **Delay:** The applicant may receive an application delay. This may be due to the program being filled, a change in the applicant's life situation, or an event preventing the applicant from attending the first program session. Delayed status applicants will not have to reapply to the program but must pay the program down payment fee.
- **Declined:** The applicant who is declined will be notified by mail or email. Specific reasons for the decline are not provided.

## Curricular Structure for Concentrations

### Christian Care, Concentration (Washington DC)

The MDiv integrated with the MACC consists of 78 credits and a non-credit Orientation Seminar. MDiv students, who want to integrate the 48 credit MACC with the MABS, must complete an additional 6 credits (78 total) to fulfill all MDiv requirements. The curriculum is designed as follows:

Orientation Seminar	0 Credit
Biblical and Theological Studies	12 Credits
Ministry Praxis	9 Credits
Advanced Biblical and Theological Studies	24 Credits
Advanced Ministry Praxis	6 Credits
Advanced Christian Care Praxis	21 Credits
Field-Based Experience	<u>6 Credits</u>
Program Total	78 Credits

### Biblical and Theological Studies (12 Credits)

BTC 523	Biblical Narrative - Old Testament	3
BTC 533	Biblical Narrative - New Testament	3
BTC 563	Biblical Interpretation	3
BTC 573	Introduction to Christian Theology	3

### Ministry Praxis (9 Credits)

MIN 504	Communicating Biblical Truth	3
MIN 509	Spiritual Formation & Discipleship	3
MIN 510	The Leader's Life & Work	3

### Advanced Biblical and Theological Studies (24 Credits)

BIB 510	Hebrew for Ministry I	3
BIB 511	Hebrew for Ministry II	3
BIB 515	Greek for Ministry I	3
BIB 516	Greek for Ministry II	3

### Advanced Biblical and Theological Studies Electives

12 credits of Advanced Biblical and Theological Studies electives are required from the list below.

BIB 520	Selected Topics in Old Testament Pentateuch	3
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BIB 521	Selected Topics in Old Testament History	3
BIB 523	Selected Topics in Old Testament Poetic Books	3
BIB 525	Selected Topics in Old Testament Prophetic Books	3
BIB 529	Current Issues in Old Testament Studies	3
BIB 530	Selected Topics in the Gospels	3
BIB 531	Selected Topics in New Testament Epistles	3
BIB 539	Current Issues in New Testament Studies	3
BIB 540	The Land of Israel	3
BIB 541	Biblical Archaeology	3
BIB 542	Cultural Environment of the Bible	3
BIB 550	Advanced Hermeneutics	3
BIB 551	Applied Hermeneutics: Interpretation of Narrative	3
BIB 552	Applied Hermeneutics: Interpretation of Poetry	3
BIB 553	Applied Hermeneutics: Prophecy	3
BIB 561	Seminar in Hebrew Exegesis	3
BIB 562	Seminar in Greek Exegesis	3
BIB 563	The Use of the Old Testament in the New Testament	3
BIB 590	Independent Study	3
BIB 592	Biblical Research	3
BIB 597		
THE 510	Old Testament Theology	3
THE 511	New Testament Theology	3
THE 520	Selected Topics in Systematic Theology	3
THE 521	Current Issues in Theological Study	3
THE 522	Contemporary Theology	3
THE 523	Theologies of Liberation	3
THE 524		
THE 530	Selected Topics in Historical Theology	3
THE 531	Theological Classics	3
THE 540		
THE 541	Foundations of Theology of Culture	3
THE 542	Theological Interpretation of Media	3
THE 543	Cultural Analysis and Engagement	3
THE 590	Independent Study	3

**Advanced Ministry Praxis (6 Credits)**

MIN 507	Leadership Development & Team Building	3
MIN 508	Organizational Change & Conflict	3

**Advanced Christian Care Praxis (21 Credits)**

CHC 505	Foundations for Christian Care	3
CHC 510	Christian Care of Individuals	3
CHC 511	Christian Care of Individuals Lab	3
CHC 515	Christian Care of Families	3
CHC 516	Christian Care of Families Lab	3
CHC 520	Christian Care and Group Process	3
CHC 525	Training Christian Care Givers	3

**Field Based Experience - (6 Credits)**

CHC 590	Christian Care of Individuals and Families Practicum	3
CHC 595	Training Christian Care Givers Practicum	3

**MDiv Ministry Concentrations**

Curricular Structure (Offered in Lancaster, PA and Washington DC except as noted below)

Orientation Seminar	0 Credit
Biblical and Theological Studies	12 Credits

Ministry Praxis	9 Credits
Advanced Biblical and Theological Studies	24 Credits
**Advanced Ministry Praxis - Concentrations	21 Credits
Field-Based Experience	<u>6 Credits</u>
Program Total	72 Credits

**Biblical and Theological Studies (12 Credits)**

BTC 563	Biblical Interpretation	3
BTC 573	Introduction to Christian Theology	3
BTC 523	Biblical Narrative - Old Testament	3
BTC 533	Biblical Narrative - New Testament	3

**Ministry Praxis (9 Credits)**

MIN 504	Communicating Biblical Truth	3
MIN 509	Spiritual Formation & Discipleship	3
MIN 510	The Leader's Life & Work	3

**Advanced Biblical and Theological Studies (24 Credits)**

BIB 510	Hebrew for Ministry I	3
BIB 511	Hebrew for Ministry II	3
BIB 515	Greek for Ministry I	3
BIB 516	Greek for Ministry II	3

**Advanced Biblical and Theological Studies Electives**

12 credits of Advanced Biblical and Theological Studies electives are required from the list below.

BIB 520	Selected Topics in Old Testament Pentateuch	3
BIB 521	Selected Topics in Old Testament History	3
BIB 523	Selected Topics in Old Testament Poetic Books	3
BIB 525	Selected Topics in Old Testament Prophetic Books	3
BIB 529	Current Issues in Old Testament Studies	3
BIB 530	Selected Topics in the Gospels	3
BIB 531	Selected Topics in New Testament Epistles	3
BIB 539	Current Issues in New Testament Studies	3
BIB 540	The Land of Israel	3
BIB 541	Biblical Archaeology	3
BIB 542	Cultural Environment of the Bible	3
BIB 550	Advanced Hermeneutics	3
BIB 551	Applied Hermeneutics: Interpretation of Narrative	3
BIB 552	Applied Hermeneutics: Interpretation of Poetry	3
BIB 553	Applied Hermeneutics: Prophecy	3
BIB 561	Seminar in Hebrew Exegesis	3
BIB 562	Seminar in Greek Exegesis	3
BIB 563	The Use of the Old Testament in the New Testament	3
BIB 590	Independent Study	3
BIB 592	Biblical Research	3
BIB 597		
THE 510	Old Testament Theology	3
THE 511	New Testament Theology	3
THE 520	Selected Topics in Systematic Theology	3
THE 521	Current Issues in Theological Study	3
THE 522	Contemporary Theology	3
THE 523	Theologies of Liberation	3
THE 524		

THE 530	Selected Topics in Historical Theology	3
THE 531	Theological Classics	3
THE 540		
THE 541	Foundations of Theology of Culture	3
THE 542	Theological Interpretation of Media	3
THE 543	Cultural Analysis and Engagement	3
THE 590	Independent Study	3

*\*\*Concentrations Advanced Ministry Praxis*

### **Church Planting (12 Credits)**

#### **(CPL Courses offered in Boca Raton, FL)**

CPL 501	Theology, History & Models of Church Planting Movements	3
CPL 502	Exegeting Culture for Church Planting	3
CPL 504	Church Planting I	3
CPL 505	Church Planting II	3

### **Formational Children and Family Ministry (12 Credits)**

Four of the following courses are required to complete the Formational Children and Family Ministry concentration.

CFM 501	Foundations of Children and Family Ministry	3
CFM 502	Spiritual Formation of Children and Families	3
CFM 503	Missional Families in a Global World	3
CFM 504	Global Children's Ministry	3
CFM 590	Independent Study	3

**Subtotal: 12**

### **Leadership Studies (12 Credits)**

MIN 505	Theological Foundations for Ministry	3
MIN 507	Leadership Development & Team Building	3
MIN 508	Organizational Change & Conflict	3
LSP 501	Leadership Theory & Practice	3
LSP 502	Development of Organizational Leadership	3
LSP 503	Psychology of Leadership	3
LSP 509	Leadership Style Analysis	3

### **Pastoral Studies (12 Credits)**

MIN 505	Theological Foundations for Ministry	3
MIN 507	Leadership Development & Team Building	3
MIN 508	Organizational Change & Conflict	3
PAS 502	Local Church Revitalization	3
PAS 503	Theology, History, & Practice of Worship	3
PAS 513	Advanced Homiletics	3
PAS 520	Designing Strategic Models of Adult Discipleship	3

### **Youth and Young Adult Ministry (12 Credits)**

MIN 505	Theological Foundations for Ministry	3
MIN 507	Leadership Development & Team Building	3
MIN 508	Organizational Change & Conflict	3
YMN 501	Student Development, Culture & Contextualization	3
YMN 502	Student & Family Systems Counseling	3
YMN 503	Thinking Theologically in Student Ministry	3
YMN 504	Spiritual Formation of Students	3

### **Field-based Experience (6 Credits)**

The field-based study experience is an integral part of the total degree that is designed to develop greater competence in ministry. In consultation with their faculty mentor, students will select among the first two options below to fulfill the 6 credits of program requirements.

### **Ministry Internships or Mentorships**

Students are provided an opportunity to gain practical ministry knowledge by serving in an approved church, church organization, non-profit organization, governmental organization, school, or under the mentorship of a Christian leader. Students invest a total of 120 documented hours, per 3-credit internship course, in observation and activities under the mentoring of a qualified organizational leader. Internship sites and supervisors must be approved in advance by the student's faculty mentor. Mentorships are offered to students already serving in a paid ministry position. Details of the mentorship will be developed with the assistance of the student's faculty mentor. Ministry Internships or Mentorships are charged tuition at the same rate as other 3 credit courses.

MIN 590	Ministry Internship	3
MIN 591	Ministry Internship II	3

## Graduate Certificates

The graduate certificates are 24-credit programs for individuals who do not wish to obtain a master's degree. The programs are focused on specific areas designed to enrich and enlarge the ministries of local church and ministry leaders, Bible teachers, and local church lay leadership. The courses are regular graduate courses taught by Seminary faculty, and part of the degree programs. Credits, if applicable, are transferable into a degree program. *Note: Graduate certificate programs are not eligible for Federal Student Aid or Veterans Benefits.*

Please see the program curricula here:

- Bible Certificate
- Formational Children and Family Ministry Certificate
- Church Planting Certificate
- Leadership Studies Certificate
- Pastoral Studies Certificate
- Youth & Young Adult Ministries Certificate

## Graduate Certificate Program Competencies

The Graduate Certificate program equips students for ministry in the church and society by developing:

- A foundational knowledge of the narrative, content, and interpretation of the Bible for the purposes of the development of a biblical worldview.
- Knowledge and skill sets appropriate to the selected Bible or ministry concentration.

## Locations Offered

Lancaster, PA

## Application and Admission

Individuals seeking admission must complete the following application steps. Decisions for admission are made using each application piece listed as criteria.

1. **Application Form:** Complete the online application and submit the \$40 application fee. Once your application has been received, you will be contacted by an Admissions Representative who will guide you through the application process.
2. **Autobiographical Essay:** Write an autobiographical essay. Guidelines for the essay are found here or from Adult Learner Services (717-560-8282). This essay is designed to provide applicable life content as well as demonstrate the applicant's writing ability. Applicants will be evaluated on: confirmation of acceptance of Christ as personal Savior, developments in spiritual growth, statement of ministry goals, and rationale for desiring a master's degree. This autobiography has specific guidelines (please follow link above) and is designed for assessing the above content as well as writing ability.
3. **References:** Ask two people who are qualified to evaluate your ministry/work experience and potential, to complete the reference form on your behalf. Reference forms are located online here.
4. **Request Official Transcripts:** Contact all institutions through which degrees have been awarded to request official transcripts to be sent to Adult Learner Services (717-560-8282). These must be official transcripts sent directly from the degree granting institution(s). There must be a transcript from an accredited institution showing completion of a bachelor's degree with a minimum GPA of 2.75.
5. **Computer Proficiency Form:** Please complete the online computer proficiency form.
6. **TOEFL Score:** Non-native speakers of English must submit scores from the Test of English as a Foreign Language (TOEFL). If the applicant has an undergraduate degree from an accredited American college or university, he/she is exempt from the TOEFL requirement. If required, the TOEFL test score must meet the following minimum for admission: paper score 550; computer score 213; or internet score 79. The applicant's skill score in writing will also be considered in the admissions decision.
7. **Personal Interview:** Following receipt of the above items, a personal interview will be arranged with a faculty member.

## Advanced Standing

The following Biblical and Theological Studies courses are required unless the student has entered the program with advanced standing. Advanced Standing is granted to those students who have completed 30 hours or more of undergraduate Bible and theology courses. Students with less than 30 hours may receive partial Advanced Standing credit proportionate to undergraduate or graduate Bible and theology studies completed.

BTC 523	Biblical Narrative - Old Testament	3
BTC 533	Biblical Narrative - New Testament	3
BTC 563	Biblical Interpretation	3
BTC 573	Introduction to Christian Theology	3

## Application Response

Applicants will be notified within three weeks of the submission of all application materials with regards to their acceptance into a program. Five decisions are possible.

- **Full Acceptance:** The applicant is fully accepted with no deficiencies or leveling requirements.
- **Accepted with Deficiencies:** The applicant is accepted into the program with admission's academic deficiencies identified. The applicant will be informed as to the necessary steps required to achieve full acceptance.
- **Accepted on Review Status:** The applicant is admitted pending further review. This may be because a part of the application was incomplete (e.g. a score was not received in time) or because the applicant did not meet one of the admission's requirements.
- **Delay:** The applicant may receive an application delay. This may be due to the program being filled, a change in the applicant's life situation, or an event preventing the applicant from attending the first program session. Delayed status applicants will not have to reapply to the program but must pay the program down payment fee.
- **Declined:** The applicant who is declined will be notified by mail or email. Specific reasons for the decline are not provided.

# Graduate School Programs

## Clinical Mental Health Counseling (MACMHC) - Maryland

**Degree:** Master of Arts in Clinical Mental Health Counseling – Maryland (CMHC-MD)

**Program Mission:** The Clinical Mental Health Counseling program in Maryland has a 5-point mission statement built on a foundation of T.R.U.S.T.

- Training highly skilled professional counselors to whom pastors will confidently refer their members for mental health counseling.
- Reaching out to serve the underserved with particular emphasis on counseling the military community, minority communities, and communities of faith.
- Unifying the church and society by preparing counselors to provide treatment and advocacy across doctrinal, denominational, racial, ethnic, and gender lines.
- Striving to be made all things to all people while remaining under Christ's law.
- Transforming the field of counseling by translating our faith into our professional practice through intellectually credible innovation and research.

### Program Description:

The Master of Arts in Clinical Mental Health Counseling (Maryland) degree program provides students with the knowledge and skills necessary to help diverse people in a wide range of challenging circumstances within the context of clinical mental health counseling. Our students learn about the biological and environmental causes of mental illness and are trained to provide evidence-based treatment that integrates faith into counseling theory and practice. The program is designed to prepare students for state licensure as a professional counselor in Maryland, Washington D.C., and Virginia.

### Program Learning Objectives

The CMHC-MD program has established four major competency areas with specific learning objectives. Graduates of the Master of Arts in Clinical Mental Health Counseling program at the LBC|CSGS Maryland site will demonstrate proficiency in each area and on all objectives.

1. *Professional Counselor Identity & Ethics:* The graduate student will intentionally develop a professional identity that emphasizes personal and professional congruency; relies on ethical decision-making; and applies theories, models, and skills of counseling informed by comprehensive knowledge of curricular domains and current research.
2. *Multicultural & Social Justice Competence:* The graduate student will demonstrate the ability to recognize multicultural and pluralistic characteristics within and among diverse groups nationally and internationally; identify the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's view of others; and respond to the effects of power and privilege on counselors and clients.
3. *Spiritual & Religious Competence:* The graduate student will demonstrate the capacity to recognize the contributions of spirituality, religion, and ethnic worldview to shaping diverse expressions of Christian faith and psychosocial functioning; translate faith into professional practice through the application of Christian Integration research and models; and develop culturally competent strategies for mental health advocacy in Christian faith communities.
4. *Clinical Mental Health Counseling:* The graduate student intern will demonstrate the knowledge and skills necessary to entry-level clinical mental health practice including etiology, assessment, case conceptualization, diagnostic process, and techniques and interventions for treatment while consistently demonstrating evidence of professional counseling dispositions and behaviors; professional oral and written communication; record keeping; and task completion.

### Location Offered

Greenbelt, MD

### Program Director:

Sophia Ogunlana, EdD

Dr. Sophia A. Ugunlana is a native Marylander who is married and has two children. She holds a Bachelor’s in Psychology with a concentration in Mental Health and a minor in Religion from High Point University, and is a proud alumna of Capital Bible Seminary. She also holds a Master’s in Christian Counseling and a Doctorate in Counseling Psychology with a concentration in Counselor Education and Supervision from Argosy University. Dr. Ugunlana completed an internship with the National Institute of Mental Health (NIMH) where she worked with patients with a childhood onset of Obsessive Compulsive Disorder and Pediatric Autoimmune Neuropsychiatric Disorders Associated with Streptococcal Infections (P.A.N.D.A.S.). She has presented locally and nationally (Johns Hopkins University, Bowie State University, NIMH, the Art Institute of Washington, and American Association of Behavioral and Social Sciences) on the following topics: Women and Minorities Issues, and the Role of Father Involvement; Rates of Rheumatic Fever in the Families of Patients with P.A.N.D.A.S./Sydenham’s Chorea; Thriving and Surviving a Doctoral Counseling Program; and Transitioning from a Master’s to Doctoral Counseling Program. As a co-author of *Selecting and Surviving a Doctoral Program in Counseling*, she seeks to further research and find sources for counseling students. She is a Licensed Professional Counselor (LPC) and Licensed Clinical Professional Counselor (LCPC) and has served in the mental health field for many years.

**Resident Faculty:**

- Sophia A. Ugunlana, EdD
- Gary L. Troxell, EdD

**Adjunct Faculty:**

- Matthew W. Bonner, PhD
- Anita Graham-Phillips, PhD
- Kevin Jackson, PhD
- Linda E. Mouzon, PhD

**Program Information**

**Curricular Structure**

The Master of Arts in Clinical Mental Health – Maryland program consists of 60 credits. The curriculum is designed as follows:

<b>1st Tier Foundation Courses</b>	<b>12 Credits</b>
<b>2nd Tier Foundation Courses</b>	<b>24 Credits</b>
<b>Advanced Courses</b>	<b>15 Credits</b>
<b>Professional Practice Courses</b>	<b><u>9 Credits</u></b>
<b>Program Total</b>	<b>60 Credits</b>

**1st Tier Foundation Courses (12 Credits)**

Must be taken first as part of the Preliminary Acceptance Phase:

GPC 501	Orientation to Professional Counseling Identity, Function & Ethics	3
GPC 510	Human Growth and Development Across the Lifespan	3
GPC 530	Professional Ethics and Legal Issues in Counseling	3
GPC 583	Multicultural Foundations of Counseling	3

**2nd Tier Foundation Courses (24 Credits)**

Require Candidacy Phase acceptance or Advisor approval

GPC 505	Research and Program Evaluation	3
GPC 508	Counseling Skills in Helping Relationships	3
GPC 515	Counseling Theory and Techniques	3
GPC 517	Biopsychology	3
GPC 525	Assessment Techniques in Counseling	3
GPC 531	Psychopathology & Counseling	3
GPC 541	Group Counseling Leadership Skills	3
GPC 588	Career and Lifestyle Development	3

**Advanced Courses (15 Credits)**

Can be taken only after being granted Candidacy and completing the 2nd Tier Professional Courses or by Advisor approval.

GPC 545	Marriage & Family Counseling	3
GPC 555	Advanced Techniques of Counseling	3
GPC 565	Clinical Mental Health Counseling	3
GPC 572	Counseling Addictions	3
GPC 585	Trauma-Informed Counseling	3

**Professional Practice Courses (9 Credits)**

Require a minimum of 18 credit hours, a GPA > 3.0, and Advisor approval.

GPC 601	Counseling Practicum	3
GPC 602	Counseling Internship I	3
GPC 603	Counseling Internship II	3

**Admission Criteria and Application Process**

The CMHC-MD Program seeks applicants who meet the following prerequisite criteria:

- \* An undergraduate degree from an institution accredited by an agency recognized by the U.S. Department of Education or the Council for Higher Education Accreditation.
- \* An undergraduate grade point average (GPA) of 3.0 or higher on a 4.0 scale
- \* Six (6) credit hours of undergraduate psychology-related courses
- \* Thirty (30) undergraduate or nine (9) graduate credit hours of Bible coursework.

Exceptions to the GPA and psychology-related course requirements are considered on a case-by-case basis. Applicants not meeting the Bible course requirement can take Bible courses during the program if granted admission.

The application process for the CMHC-MD program has four phases: Initial Application Phase (IAP), Interview phase (IP), Preliminary Acceptance Phase (PAP), and Candidacy Phase (CP).

**Initial Application Phase requirements, including those specific to the CMHC-MD program, are as follows:**

- \* Online Master's Degree Application Form
- \* Autobiographical Essay addressing the applicant's spiritual journey, spiritual disciplines, and vocational goals.
- \* Two professional references (completed by a supervisor, former professor, etc.)
- \* One spiritual reference completed by the applicant's pastor
- \* Official transcripts from each undergraduate and graduate institution attended
- \* Application fee

Upon review of initial application materials, qualified applicants will be contacted by the Program to arrange an in-person interview. During the Interview Phase, each applicant meets with a Program faculty member. This extensive interview, which lasts up to two hours, is comprised of conversation, role-plays, and an on-site writing assessment. Following the interview, an admission decision is made. Applicants are notified of the results within two weeks.

### **Preliminary Acceptance Phase**

Applicants who succeed in the Interview Phase enter the Preliminary Acceptance Phase. This phase provides provisional acceptance to the CMHC-MD program. During the PAP, the new MA in Clinical Mental Health Counseling student must display academic fitness by earning a grade of B or higher in each of the first four courses.

In addition to academic fitness requirements, Instructors will observe and rate each student on various interpersonal and professional fitness standards. Near or upon completion of the fourth course the student will meet with their Advisor to review their PAP performance. Students falling below expectations can be dismissed from the program. An individual remediation plan tailored to the student's growth needs may also be considered. Failure to satisfy remediation plan requirements will result in dismissal. Successful PAP students may apply to the Candidacy Phase.

### **Candidacy Phase (CP)**

The Candidacy Phase application requires two assessments, background checks, and an online training to ensure the student's socio-emotional and behavioral fitness for the profession. The assessments (MMPI-2 and 16PF) are to be taken no later than the semester following successful completion of the PAP. Test results will be interpreted collaboratively by full-time faculty. Required background checks and online training are as follows:

1. Individual State and/or County Background Check
2. FBI Identity History Summary Check
3. Child Protective Services (CPS) Background Clearance
4. Baltimore Child Abuse Center (BCAC) Online Mandated Reporter Training

Once all information is received, the student will be interviewed by a full-time faculty member. Following the Candidacy Interview, recommendations germane to findings are generated. Outcomes include but are not limited to:

- \* Formal approval as socio-emotionally, academically, and behaviorally fit for advancement to Candidacy.
- \* Provisionally fit for Candidacy IF various recommendations are followed
- \* Temporary hiatus from additional classes until requirements have been satisfactorily fulfilled.
- \* Unfit for candidacy and dismissal from the program.

**Statute of Limitation:** All CMHC-MD program requirements are to be completed within five years of PAP matriculation. Any petition to extend the statute of limitation due to special circumstances must be submitted to the Program Director by the student.

# **TEST**

## **Test Degree**

### **Program Name (Degree)**

#### **Introductory paragraph(s)**

**Program Purpose**

**Program Philosophy**

**Educational Philosophy**

**Additional Information (optional)**

**Locations Offered Include Online if applicable**

**Program Director Name, Degree, Brief Bio**

**Faculty List Name, Degree**

**Core Competencies**

**Test Degree Requirements - Brief overview followed by chart of competencies and credits**

Overview of curricular structure

Add rows as needed

Competency 1 (or Tier 1) \_\_\_\_\_ credits

Competency 2 (or Tier 2) \_\_\_\_\_ credits

Competency 3 (or Tier 3) \_\_\_\_\_ credits

Program total \_\_\_\_\_ credits

**Test Competency 5 (or Tier 5) Requirement List (courses)**

Explanation or description (optional)

Competency 5/Tier 5 Course list (Course designation [LSP 560] and title) - Enter in Course List section below.

**Test Competency 1 (or Tier 1) Requirement List (courses)**

Explanation or description (optional)

Competency 1/Tier 1 Course list (Course designation [LSP 560] and title) - Enter in Course List section below.

### **Test Competency 2 (or Tier 2) Requirement List (courses)**

Explanation or description (optional)

Competency 2/Tier 2 Course list (Course designation [LSP 560] and title) - Enter in Course List section below.

### **Test Competency 3 (or Tier 3) Requirement List (courses)**

Explanation or description (optional)

Competency 3/Tier 3 Course list (Course designation [LSP 560] and title) - Enter in Course List section below.

### **Test Competency 4 (or Tier 4) Requirement List (courses)**

Explanation or description (optional)

Competency 4/Tier 4 Course list (Course designation [LSP 560] and title) - Enter in Course List section below.

## **Test - Concentrations**

### **Enter name of Concentration**

Concentration Summary/ description (text)

Enter required courses in Course List below.

Enter Electives in Requirements Note below.

## **Electives**

### **Enter name of Concentration**

Concentration Summary/ description (text)

Enter required courses in Course List below.

Enter Electives in Requirements Note below.

## **Electives**

### **Enter name of Concentration**

Concentration Summary/ description (text)

Enter required courses in Course List below.

Enter Electives in Requirements Note below.

## **Electives**

### **Enter name of Concentration**

Concentration Summary/ description (text)

Enter required courses in Course List below.

Enter Electives in Requirements Note below.

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### **Enter name of Concentration**

Concentration Summary/ description (text)

Enter required courses in Course List below.

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### **Enter name of Concentration**

Concentration Summary/ description (text)

Enter required courses in Course List below.

Enter Electives in Requirements Note below.

## **Electives**

### **Enter name of Concentration**

Concentration Summary/ description (text)

Enter required courses in Course List below.

Enter Electives in Requirements Note below.

## Electives

### Enter name of Concentration

[Concentration Summary/ description \(text\)](#)

Enter required courses in Course List below.

Enter Electives in Requirements Note below.

## Electives

### Application and Admission Process and Requirements

#### Application and Admission

- Admission Requirements
- Admission Process
- Application Response

#### Advanced Standing

## Addictions Counseling (MA) - Pennsylvania

**Degree:** Master of Arts in Addiction Counseling

**Major Mission:** The Addictions Counseling degree program will provide training that will give entry level qualifications for opportunities in professional mental health and addictions counseling and state licensure. For this degree, graduates will be prepared to sit for the Advanced Alcohol and Drug Counselor Exam (AADCE). Passing this exam will count for both the Professional Counselor License AND the AADC license, thus providing graduates with wide-ranging professional options.

#### Major Outcomes - Students will:

- Evaluate theory and use formal measurements to accurately assess the client's context, learning, development, personality, motivation, and character.
- Develop clinical skills necessary to conduct individual therapy for those with serious mental health conditions (including various addictions).
- Integrate specific knowledge and skills necessary to counsel effectively those with various diagnoses, vocational need, and diverse cultural backgrounds. Conduct critical thinking skills to evaluate theory and practice from a biblical perspective.
- Synthesize information and knowledge by means of supervised counseling experiences.
- Acquire sufficient knowledge of scientific research and literature to be prepared to investigate specific areas of need in professional mental health counseling.
- Apply ethical principles to prospective clinical situations that reflect an open and collaborative approach to resolve ethical dilemmas.
- Prepare students for clinical addictions practice and successful completion of Advanced Alcohol and Drug Counselor Exam (AADCE).
- Develop a deeper understanding of how both substance and process addictions impact families and learn professional therapeutic service delivery with this population.
- Develop skills toward navigating a process of reconciliation for spouses and families.

**Curricular Structure:** The Addictions Counseling program consists of 60 credits. The curriculum is designed as follows:

Professional Core Courses	15 Credits
2nd Tier Professional Courses	18 Credits
3rd Tier Advanced Course	9 Credits
Professional Practice Courses	9 Credits
Elective Options	<u>9 Credits</u>

Program Total

60 Credits

**Location Offered:** Lancaster, PA**Pre-program Requirements –**

*Biblical and Theological Foundational Courses:* Students must complete all the Biblical and Theological Foundation courses before the practicum. Some exemptions are possible. Students without the 30 credits of Bible/Theology but who have taken 9 credits of Old Testament, New Testament, or Theology courses are exempt from taking the respective Biblical and Theological Foundation Courses. Likewise, a 3 credit course in Hermeneutics will exempt students from BTC 561. At the time of admission, an evaluation will be done of the students' transcripts, and students will be informed of which courses they are exempt from taking.

*Counseling Prerequisites Required before any Classes:* Six undergraduate credits of counseling are required before any graduate work can commence.

*Basic Research & Statistics Course:* 3 undergraduate credits of basic statistics course required before taking *CPS 505 - Research and Program Evaluation*

**Noncredit Program Requirements –**

- ORI 500 - Orientation Seminar (0 credits)
- Therapist evaluation of MMPI-2 and 16PF-taken immediately after preliminary acceptance phase AND evaluated by counseling department faculty before registering for your 5<sup>th</sup> course (including transfer credits)
- PA criminal background check and child abuse clearance submitted before registering for your 6<sup>th</sup> course
- Candidacy: must be granted before registering for your 6<sup>th</sup> course (including transfer credits), see Handbook for details (requires current child abuse clearance & criminal background check)

**Levels of Completion**

- **MMPI-2** and **16PF** must be taken between 15 and 18 credits of the program.
- **Candidacy Level:** To be eligible for candidacy the student must complete 15 credits with a minimum GPA of 3.0. All admission prerequisite requirements must also be completed. The student will provide a recent state criminal record check, child abuse background check, FBI fingerprinting record, and complete the 16 PF and MMPI 2 (or other related assessments such as Personality Factors and CISS, career assessment). A satisfactory interview with the program coordinator completes the candidacy process. Achieving candidacy is the formal and final admission to your program.
- **CPCE** (Counselor Preparation Comprehension Examination) must be taken upon successfully completing Tier 1 and Tier 2 Professional Courses and before registering for the practicum course. The purpose of the exam is to assess the student's knowledge of counseling to ensure minimum competence in the field.
- **Practicum Level:** Following candidacy, the student is eligible to apply for practicum after successfully completing a minimum of 33 credits with a minimum GPA of 3.0.
- **Internship Level:** To be eligible for the internship a student must have satisfactorily completed the practicum level, completed 33 graduate credits, and maintained a minimum 3.0 GPA.
- **Graduation:** The department chair will recommend students for graduation having fulfilled all the graduation requirements.

**Practicum and Internships**

The Practicum and Internship courses are a critical and integral component in the training of a well-equipped counselor. These courses provide students with the opportunity to utilize their classroom learning in counseling situations under the supervision of professional counselors.

Prior to practicum and internships, students must take the Counselor Preparation Comprehension Examination (CPCE) after completing Tier 1 and Tier 2 courses. The purpose of the exam is to assess the student's knowledge of counseling to ensure minimum competence in the field.

The Practicum course (CPS 601) may be taken after completing a minimum of 33 graduate credits (Tier 1 & Tier 2 courses) with a minimum GPA of 3.0 and completion of the candidacy process. A minimum of 200 hours of field experience is required to complete the practicum. In addition, students are required to participate in a blended classroom component.



BTC 521	Biblical Narrative - Old Testament	1
BTC 531	Biblical Narrative - New Testament	1
BTC 561	Biblical Interpretation	1
BTC 571	Introduction to Christian Theology	1

### Counseling Prerequisites Required before any Classes

**Six undergraduate credits of counseling are required before any graduate work can commence.**

### Noncredit program requirements

ORI 500

- Therapist evaluation of MMPI-2 and 16PF-taken immediately after preliminary acceptance phase AND evaluated by counseling department faculty before registering for your 5th course (including transfer credits)
- PA criminal background check and child abuse clearance submitted before registering for your 5th course
- Candidacy: must be granted before registering for your 5th course (including transfer credits), see Handbook for details (requires current child abuse clearance & criminal background check)

### Professional Core (15 Credits)

CPS 501	Orientation to Professional Counseling Identity, Function & Ethics	3
CPS 508	Counseling Skills in Helping Relationships	3
CPS 515	Counseling Theory and Techniques	3
CPS 530	Professional Ethics and Legal Issues in Counseling	3
CPS 541	Group Counseling Leadership Skills	3

*The 15 credits of the Professional Core must be taken in order to be granted candidacy.*

### 2nd Tier Professional Courses (18 Credits)

CPS 505	Research and Program Evaluation	3
CPS 510	Human Growth and Development across the Lifespan	3
CPS 525	Assessment Techniques in Counseling I	3
CPS 531	Psychopathology & Counseling	3
CPS 583	Multicultural Foundations of Counseling	3
CPS 588	Career and Lifestyle Development	3

*The 18 credits of the 2nd Tier Professional courses can only be taken after being granted Candidacy.*

**CPS 505:** For Students without a previous statistics course; they will need to take a pre-statistics assessment on eCampus to assess their level of pre-statistics understanding. This assessment will be taken on a Counseling & Social Work Department computer. If the student scores a 70% or higher, they would be eligible to register for CPS 505 Research and Program Evaluation or PSC 504 Statistical Methods for School Counselors. Should they score lower than 70%, the student would be required to take MAT 216 Statistics for the Social Sciences prior to taking CPS 505 or PSC 504. Students who have already taken a statistics course in their undergraduate experience in which they received a final grade of at least 70% are free to register for CPS 505 or PSC 504.

### 3rd Tier Advanced Courses (9 Credits)

Choose three courses.

CPS 514	Psychopharmacology	3
CPS 572	Counseling Addictions	3
CPS 573	Advanced Addictions Treatment Methods	3
CPS 575	Counseling Children and Adolescents	3

**Subtotal: 9**

*Tier 3 Advanced and Professional Practice courses can be taken only after being granted Candidacy and completion of Tier 1 and Tier 2 Professional Courses. CPCE exam must be taken upon completion of Tier 1 and 2 but prior to practicum and internships.*

### Professional Practice Courses (9 Credits)

CPS 601	Professional CNS Practicum	3
CPS 602	Professional CNS Internship	3



Upon review of application materials, prospective students will be contacted by the Counseling Department within one week for the application interview.

### **IAP Grading Rubric:**

20 possible points

- Professional Reference 1 completed online (max 5 points)
- Professional Reference 2 completed online (max 5 points)
  - Undergraduate GPA - (max 5 points) –

4.0-3.75 = 5

3.5-3.74 = 4

3.25-3.49 = 3

3.0-3.24 = 2

2.75-2.99 = 1

- Autobiographical Statement of Faith (max 5 points)

Those accepted at this phase will be welcomed to the campus for the interview phase.

### **Interview Phase Part 1 (IP1):**

The prospective student is invited for an on-campus interview with the admission committee. Before the meeting, the applicant is asked to type a 1-page scholarly paper using APA format in Microsoft Word reviewing articles given to them that day. Writing samples help us assess for graduate-level skills related to comprehension, adaptability, critical thinking, and scholarly writing (max 10 points).

### **Interview Phase Part 2 (IP2):**

After completion of the writing sample, the student has to appear before the admission committee for a face-to-face interview. During the interview process, the committee assesses interpersonal skills, critical thinking, and self-awareness (max 5 points).

### **IP Grading Rubric:**

15 possible points

Part 1 (max 10 points)

Part 2 (max 5 points)

-A score of 11 or higher is required for admission. Those who have met the interview criteria will be welcomed to the preliminary acceptance phase.

### **Preliminary Acceptance Phase (PAP):**

This phase enables provisional acceptance to the graduate program. During this phase, the new MA Counseling student will need to take the following four courses:

- CPS 501: Orientation to Professional Counseling Identity, Function & Ethics
  - CPS 508: Counseling Skills in Helping Relationships
    - CPS 515: Counseling Theory & Techniques
- CPS 530: Professional Ethics and Legal Issues in Counseling
  - CPS 541: Group Counseling Leadership Skills.

In addition to the requirement of a grade of B or higher, each student will be rated by their professors on various interpersonal and academic performance standards. The student will then meet with their academic advisor under being deemed academically and interpersonally fit to continue to the candidacy phase. Should the student not meet the above expectations, an individual remediation plan tailored to the student's growth needs will be developed. If the student does not satisfy the requirements of the remediation plan, they will be dismissed from the program.

### **Candidacy Process:**

In addition to the requirement of a grade of B or higher, each student will be rated by their professors on various interpersonal and academic performance standards in each of the Tier 1 courses. Students have to complete the following requirements before scheduling the candidacy meeting.

Students' academic performance, interpersonal characteristics, and behavior are monitored throughout the program.

New students begin the program in the Preliminary Acceptance Phase (PAP). During this phase, the new MA Counseling student will need to display academic fitness and interpersonal fitness through the following four 1<sup>st</sup> Tier courses:

- CPS 501 Orientation to Professional CNS Identity, Function, & Ethics
  - CPS 508 Counseling Skills in Helping Relationships
  - CPS 515 Counseling Theories and Methodologies
- CPS 530 Professional Ethics and Legal Issues in Counseling
  - CPS 541 Group Counseling and Leadership Skills

Students are required to earn a grade of B or higher in each of the five PAP courses. Each student will also be rated by their PAP course professors on various interpersonal and academic performance standards via the Critical Competencies Review form. The student will then meet with their academic advisor under being deemed academically and interpersonally fit to continue to the candidacy phase. Should the student not meet the above expectations, an individual remediation plan tailored to the student's growth needs will be developed. If the student does not satisfy the requirements of the remediation plan, they will be not permitted to move forward in the program.

Students who complete the PAP portion of the program move on to the candidacy phase.

### **Candidacy Phase (CP)**

To ensure the student's socio-emotional and behavioral fitness for the profession, they will be required to take the MMPI-2 and the 16PF no later than the semester following approval of academic and interpersonal competence as noted above. The student will also be interviewed by a faculty member, and test results will be interpreted collaboratively by full-time faculty. Recommendations germane to findings will be generated and the advisor will meet with the student to communicate this information. Examples of recommendations include but are not limited to:

#### *Clearances*

Two (2) background checks are required prior to your candidacy interview (more information below) and are necessary for approval for field placement in an educational setting.

- PA Child Abuse Clearance (ACT 151)
- PA Criminal Background Check (ACT 34)
- Proof of completed Mandated Reporter Training

*Personality and Career Assessment:* These assessments are required and reviewed in order to ensure the student is at a socio-emotional and behavioral level fit for the profession.

1. **MMPI-2:** Before exiting the Pre-Candidacy phase, the student will need to obtain a personality evaluation, comprising of the Minnesota Multiphasic Personality Inventory – 2<sup>nd</sup> Edition Restructured Form (MMPI-2-RF). The student's advisor will review the results of this assessment and discussed at the Candidacy interview. The results of the personality evaluation may verify the student's continuation within the program and/or evidence a need for additional counseling, or it may show evidence that another area of pursuit would be in the student's best interest. Failure to complete this requirement will result in the student's inability to take additional courses.
2. **16-PF:** The student is also required to take the 16-Personality Factors Assessment. The assessment is reviewed with the student during the candidacy interview. We utilize the Human Resource Development Report that will assess your personality and the associated relationship with common workplace factors to ensure that your chosen career path correlates with common counseling environments.

After the required assessments are completed and all materials received by the Department Assistant, the student will be allowed to schedule an appointment to be interviewed for Candidacy. This meeting is an intentional pause to assess academic, intrapersonal, and interpersonal fitness to continue in the program. During the Candidacy meeting, the student will be interviewed by the Program Director. The interview will consist of review current grades in the core courses, review of interpersonal and academic rating (via a standardized form) completed by all four professors, overall program fit, and the results of the MMPI-2 and the 16 PF.

Based on the results of the Candidacy meeting, recommendations germane to findings will be generated. Examples of recommendations include but are not limited to:

- Formal approval as socio-emotionally, academically, and behaviorally fit for advancement to Candidacy.
  - Provisionally fit for Candidacy IF various recommendations are followed
- Temporary hiatus from additional classes until requirements have been satisfactorily fulfilled.
  - Unfit for candidacy and dismissal from the program.

## Administration and Faculty

### Program Director

**Ryan M. Kuehner, PhD**

Chair, Department of Counseling and Social Work

PHONE: 717.569.7071 ext. 5455 | EMAIL: rkuehner@lbc.edu

### MA Faculty

#### Resident Faculty:

Judson C. Buckwalter, MA

Freeman M. Chakara, PsyD

Ryan M. Kuehner, PhD

Gary L. Troxell, EdD

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Meagan Good, MA

Daniel Grubb, MA

James Johnson, DMin

Olivia Murrin, MA

Jon Shacklett, MA

Justin Steele, PsyD

Shiree Stuart, PsyD

Pennsylvania Licensed Professional Counselor

In Pennsylvania the academic requirement to be a Licensed Professional Counselor is 60 credits. The licensure test is administered by the National Board of Certified Counselors. Students, who have completed the MA with only 48 credits have the option to pursue 12 additional course credits for licensure in order to meet PA educational requirements for licensure examination. Students must declare their intention and submit application for admission to master-level coursework for state licensure (non-degree) to the Program Director Dr. Ryan Kuehner, PhD.(rkuehner@lbc.edu). Application will be reviewed by the Director of the Professional Counseling program.

Additional information about the Pennsylvania Licensed Professional Counselor is available at

<http://www.dos.pa.gov/ProfessionalLicensing/BoardsCommissions/SocialWorkersMarriageanFamilyTherapistsandProfessionalCounselors/Pages/default.aspx#.VT7xiCFViko>.

## Clinical Mental Health Counseling (MACMHC) - Pennsylvania

The Professional Counseling Program leading to the Master of Arts in Clinical Mental Health Counseling (MACMHC) or Marriage, Couple, & Family Counseling (MAMCF), or Addictions Counseling (MAAC) is designed to provide individuals who possess a knowledge base in the Bible the opportunity to pursue an integrated program of study, specifically in the professional fields of clinical mental health counseling, addictions counseling, and marriage, couple, and family counseling.

The concentrations in mental health counseling, addictions counseling, and marriage, couple, and family counseling provide individuals with theological distinctiveness, contemporary scholarship and professional counseling skills to serve within the local church, para-church organizations, counseling centers, personnel offices, hospitals, prisons, retirement centers, and a variety of human service settings. Each concentration emphasizes that every person is worth understanding and through a competent counselor, can achieve a marked difference in his/her life.

The MA degree is a total of 60 credits, qualifying students to meet the Pennsylvania requirements to sit for the PA counselor licensing exam.

## Levels of Completion

- **MMPI-2** and **16PF** must be taken between 15 and 18 credits of the program.
- **Candidacy Level:** To be eligible for candidacy the student must complete 15 credits with a minimum GPA of 3.0. All admission prerequisite requirements must also be completed. The student will provide a recent state criminal record check, child abuse background check, FBI fingerprinting record, and complete the 16 PF and MMPI 2 (or other related assessments such as Personality Factors and CISS, career assessment). A satisfactory interview with the program coordinator completes the candidacy process. Achieving candidacy is the formal and final admission to your program.
- **CPCE** (Counselor Preparation Comprehension Examination) must be taken upon successfully completing Tier 1 and Tier 2 Professional Courses and before registering for the practicum course. The purpose of the exam is to assess the student's knowledge of counseling to ensure minimum competence in the field.
- **Practicum Level:** Following candidacy, the student is eligible to apply for practicum after successfully completing a minimum of 33 credits with a minimum GPA of 3.0.
- **Internship Level:** To be eligible for the internship a student must have satisfactorily completed the practicum level, completed 33 graduate credits, and maintained a minimum 3.0 GPA.
- **Graduation:** The department chair will recommend students for graduation having fulfilled all the graduation requirements.

### Practicum and Internships

The Practicum and Internship courses are a critical and integral component in the training of a well-equipped counselor. These courses provide students with the opportunity to utilize their classroom learning in counseling situations under the supervision of professional counselors.

Prior to practicum and internships, students must take the Counselor Preparation Comprehension Examination (CPCE) after completing Tier 1 and Tier 2 courses. The purpose of the exam is to assess the student's knowledge of counseling to ensure minimum competence in the field.

The Practicum course (CPS 601) may be taken after completing a minimum of 33 graduate credits (Tier 1 & Tier 2 courses) with a minimum GPA of 3.0 and completion of the candidacy process. A minimum of 200 hours of field experience is required to complete the practicum. In addition, students are required to participate in a blended classroom component.

The Internship courses (CPS 602 & CPS 603) may be taken after completing a minimum of 33 graduate credits (Tier 1 & 2 courses) with a minimum GPA of 3.0, and successfully completing the Practicum course. Each internship course requires a minimum of 300 hours of field experience each, which is a total of 600 hours of field experience.

Student group meetings, either face-to-face or online, will be held with a LBC faculty member for both courses. These meetings will review the student's counseling activity and issues, and provide for student presentations along with peer and faculty feedback.

## Graduation Requirements

The following requirements must be successfully completed in order to receive the Master of Arts degree:

- Satisfactory completion of all course work
- A minimum cumulative GPA of 3.0
- Fulfillment of all financial obligations
- Adherence to biblical standards and ethics in living one's lifestyle

## Master of Arts in Clinical Mental Health Counseling

**Degree:** Master of Arts in Clinical Mental Health Counseling

The purpose of the Clinical Mental Health Counseling Program is to provide training that will give entry-level qualifications for mental health counseling opportunities, state licensure as a Licensed Professional Counselor, and professional certification. The objectives for the program are:

- To equip the student with theoretical orientation that is necessary for assessment of the client's learning, motivation, and character.
- To provide educational training to enhance the prospective counselor's clinical skills necessary for individual therapy.
- To create within the student the ability to conduct critical thinking skills to evaluate theory and practice from a biblical perspective.
- To provide an emphasis on application of information and knowledge by means of supervised counseling experiences.
- To develop the student's knowledge of the foundational elements in counseling theory and research to prepare students for further study.

**Curricular Structure:** The Clinical Mental Health Counseling program consists of 60 credits. The curriculum is designed as follows:

Professional Core Courses	15 Credits
2nd Tier Professional Courses	18 Credits
3rd Tier Advanced Course	15 Credits
Professional Practice Courses	9 Credits
Elective Options	<u>3 Credits</u>
Program Total	60 Credits

### Location Offered

Lancaster, PA

### Pre-Program Candidacy Requirements

#### Biblical and Theological Foundational Courses

Students must complete all the Biblical and Theological Foundation courses before the practicum. Some exemptions are possible. Students without the 30 credits of Bible/Theology but who have taken 9 credits of Old Testament, New Testament, or Theology courses are exempt from taking the respective Biblical and Theological Foundation Courses. Likewise, a 3 credit course in Hermeneutics will exempt students from BTC 561. At the time of admission, an evaluation will be done of the students' transcripts, and students will be informed of which courses they are exempt from taking.

The following four Biblical and Theological Foundation Courses are each 1 credit courses and are included with each semester's roster of courses.



**CPS 505:** For Students without a previous statistics course; they will need to take a pre-statistics assessment on eCampus to assess their level of pre-statistics understanding. This assessment will be taken on a Counseling & Social Work Department computer. If the student scores a 70% or higher, they would be eligible to register for CPS 505 Research and Program Evaluation or PSC 504 Statistical Methods for School Counselors. Should they score lower than 70%, the student would be required to take MAT 216 Statistics for the Social Sciences prior to taking CPS 505 or PSC 504. Students who have already taken a statistics course in their undergraduate experience in which they received a final grade of at least 70% are free to register for CPS 505 or PSC 504.

### 3rd Tier Professional Courses (15 Credits)

CPS 546	Theories of Personality	3
CPS 551	Assessment Techniques in Counseling II	3
CPS 553	Counseling & Psychotherapy for the Individual	3
CPS 572	Counseling Addictions	3
CPS 575	Counseling Children and Adolescents	3

Tier 3 Advanced and Professional Practice courses can be taken only after being granted Candidacy and completion of Tier 1 and Tier 2 Professional Courses. CPCE exam must be taken upon completion of Tier 1 and 2 but prior to practicum and internships.

### Professional Practice Courses (9 Credits)

CPS 601	Professional CNS Practicum	3
CPS 602	Professional CNS Internship	3
CPS 603	Counseling Internship II	3

Tier 3 Advanced and Professional Practice courses can be taken only after being granted Candidacy and completion of Tier 1 and Tier 2 Professional Courses. CPCE exam must be taken upon completion of Tier 1 and 2 but prior to practicum and internships.

### Elective Options (3 Credits)

CPS 514	Psychopharmacology	3
CPS 517	Biopsychology	3
CPS 540	Marriage Counseling & Psychotherapy	3
CPS 545	Counseling the Older Adult	3
CPS 550	Family Counseling & Psychotherapy	3
CPS 552	Marriage and Family Issues	3
CPS 573	Advanced Addictions Treatment Methods	3
CPS 577	Human Sexuality	3
CPS 586	Advanced Applied Research Practicum	3

**Electives can be taken only after completing 2nd Tier Professional Courses and being granted candidacy. Electives may be taken at other times: fall semester, winter term, spring semester, or summer.**

## Counseling Admissions and Candidacy Process

### Program Admission Criteria

The application process for the M.A counseling programs has four phases: Initial application phase (IAP), interview phase (IP; parts 1-3), preliminary acceptance phase (PAP), and candidacy phase (CP).

#### Initial Application Phase (IAP) requires submission of the following items:

- Online application form with \$40 application fee.
- Personal statement of spiritual journey and statement of faith
- Two professional references completed online by their applicant's supervisor(s) and their pastor
- Transcript of an accredited Bachelor's degree (and grad. transcripts if seeking transfer credit approval).
- The TOEFL examination is required only if English is not the applicant's native language or if the applicant has not completed a degree program taught in English. TOEFL scores must be from tests administered within two years of the application deadline. The official TOEFL score report must be sent directly from the Educational Testing Service.

- Individuals seeking admission to the MA program must complete each step of the application process by submitting a complete application by:

Fall Semester Start	August 1
Spring Semester Start	December 1
Summer Semester Start	April 1

To apply online, go to the following link: <https://www.LBC | Capital.edu/capital/admissions/>

Current LBC | CAPITAL undergraduate students who are pursuing Counseling Majors and wish to apply for the 5-year grad school program will go through a similar process the semester immediately following their completion of 45 credits. Applications for these students must be completed and submitted by:

Fall Semester Start	April 19
Spring Semester Start	November 11

Upon review of application materials, prospective students will be contacted by the Counseling Department within one week for the application interview.

### **IAP Grading Rubric:**

20 possible points

- Professional Reference 1 completed online (max 5 points)
- Professional Reference 2 completed online (max 5 points)
  - Undergraduate GPA - (max 5 points) –

4.0-3.75 = 5	3.5-3.74 = 4	3.25-3.49 = 3	3.0-3.24 = 2	2.75-2.99 = 1
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- Autobiographical Statement of Faith (max 5 points)

Those accepted at this phase will be welcomed to the campus for the interview phase.

### **Interview Phase Part 1 (IP1):**

The prospective student is invited for an on-campus interview with the admission committee. Before the meeting, the applicant is asked to type a 1-page scholarly paper using APA format in Microsoft Word reviewing articles given to them that day. Writing samples help us assess for graduate-level skills related to comprehension, adaptability, critical thinking, and scholarly writing (max 10 points).

### **Interview Phase Part 2 (IP2):**

After completion of the writing sample, the student has to appear before the admission committee for a face-to-face interview. During the interview process, the committee assesses interpersonal skills, critical thinking, and self-awareness (max 5 points).

### **IP Grading Rubric:**

15 possible points

Part 1 (max 10 points)

## Part 2 (max 5 points)

-A score of 11 or higher is required for admission. Those who have met the interview criteria will be welcomed to the preliminary acceptance phase.

### **Preliminary Acceptance Phase (PAP):**

This phase enables provisional acceptance to the graduate program. During this phase, the new MA Counseling student will need to take the following four courses:

- CPS 501: Orientation to Professional Counseling Identity, Function & Ethics
  - CPS 508: Counseling Skills in Helping Relationships
    - CPS 515: Counseling Theory & Techniques
- CPS 530: Professional Ethics and Legal Issues in Counseling
  - CPS 541: Group Counseling Leadership Skills.

In addition to the requirement of a grade of B or higher, each student will be rated by their professors on various interpersonal and academic performance standards. The student will then meet with their academic advisor under being deemed academically and interpersonally fit to continue to the candidacy phase. Should the student not meet the above expectations, an individual remediation plan tailored to the student's growth needs will be developed. If the student does not satisfy the requirements of the remediation plan, they will be dismissed from the program.

### **Candidacy Process:**

In addition to the requirement of a grade of B or higher, each student will be rated by their professors on various interpersonal and academic performance standards in each of the Tier 1 courses. Students have to complete the following requirements before scheduling the candidacy meeting.

Students' academic performance, interpersonal characteristics, and behavior are monitored throughout the program.

New students begin the program in the Preliminary Acceptance Phase (PAP). During this phase, the new MA Counseling student will need to display academic fitness and interpersonal fitness through the following four 1<sup>st</sup> Tier courses:

- CPS 501 Orientation to Professional CNS Identity, Function, & Ethics
  - CPS 508 Counseling Skills in Helping Relationships
    - CPS 515 Counseling Theories and Methodologies
- CPS 530 Professional Ethics and Legal Issues in Counseling
  - CPS 541 Group Counseling and Leadership Skills

Students are required to earn a grade of B or higher in each of the five PAP courses. Each student will also be rated by their PAP course professors on various interpersonal and academic performance standards via the Critical Competencies Review form. The student will then meet with their academic advisor under being deemed academically and interpersonally fit to continue to the candidacy phase. Should the student not meet the above expectations, an individual remediation plan tailored to the student's growth needs will be developed. If the student does not satisfy the requirements of the remediation plan, they will be not permitted to move forward in the program.

Students who complete the PAP portion of the program move on to the candidacy phase.

### **Candidacy Phase (CP)**

To ensure the student's socio-emotional and behavioral fitness for the profession, they will be required to take the MMPI-2 and the 16PF no later than the semester following approval of academic and interpersonal competence as noted above. The student will also be interviewed by a faculty member, and test results will be interpreted collaboratively by full-time faculty. Recommendations germane to findings will be generated and the advisor will meet with the student to communicate this information. Examples of recommendations include but are not limited to:

#### *Clearances*

Two (2) background checks are required prior to your candidacy interview (more information below) and are necessary for approval for field placement in an educational setting.

- PA Child Abuse Clearance (ACT 151)

- PA Criminal Background Check (ACT 34)
- Proof of completed Mandated Reporter Training

*Personality and Career Assessment:* These assessments are required and reviewed in order to ensure the student is at a socio-emotional and behavioral level fit for the profession.

1. **MMPI-2:** Before exiting the Pre-Candidacy phase, the student will need to obtain a personality evaluation, comprising of the Minnesota Multiphasic Personality Inventory – 2<sup>nd</sup> Edition Restructured Form (MMPI-2-RF). The student’s advisor will review the results of this assessment and discussed at the Candidacy interview. The results of the personality evaluation may verify the student’s continuation within the program and/or evidence a need for additional counseling, or it may show evidence that another area of pursuit would be in the student’s best interest. Failure to complete this requirement will result in the student’s inability to take additional courses.
2. **16-PF:** The student is also required to take the 16-Personality Factors Assessment. The assessment is reviewed with the student during the candidacy interview. We utilize the Human Resource Development Report that will assess your personality and the associated relationship with common workplace factors to ensure that your chosen career path correlates with common counseling environments.

After the required assessments are completed and all materials received by the Department Assistant, the student will be allowed to schedule an appointment to be interviewed for Candidacy. This meeting is an intentional pause to assess academic, intrapersonal, and interpersonal fitness to continue in the program. During the Candidacy meeting, the student will be interviewed by the Program Director. The interview will consist of review current grades in the core courses, review of interpersonal and academic rating (via a standardized form) completed by all four professors, overall program fit, and the results of the MMPI-2 and the 16 PF.

Based on the results of the Candidacy meeting, recommendations germane to findings will be generated. Examples of recommendations include but are not limited to:

- Formal approval as socio-emotionally, academically, and behaviorally fit for advancement to Candidacy.
  - Provisionally fit for Candidacy IF various recommendations are followed
- Temporary hiatus from additional classes until requirements have been satisfactorily fulfilled.
  - Unfit for candidacy and dismissal from the program.

## Administration and Faculty

### Program Director

**Ryan M. Kuehner, PhD**

Chair, Department of Counseling and Social Work

PHONE: 717.569.7071 ext. 5455 | EMAIL: rkuehner@lbc.edu

### MA Faculty

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Ryan M. Kuehner, PhD  
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Justin D. Charles, PsyD  
Ruth Chang, PsyD  
Sean Dougherty, MEd  
Meagan Good, MA  
Daniel Grubb, MA  
James Johnson, DMin  
Olivia Murrin, MA  
Jon Shacklett, MA  
Justin Steele, PsyD  
Shiree Stuart, PsyD

## Pennsylvania Licensed Professional Counselor

In Pennsylvania the academic requirement to be a Licensed Professional Counselor is 60 credits. The licensure test is administered by the National Board of Certified Counselors. Students, who have completed the MA with only 48 credits have the option to pursue 12 additional course credits for licensure in order to meet PA educational requirements for licensure examination. Students must declare their intention and submit application for admission to master-level coursework for state licensure (non-degree) to the Program Director Dr. Ryan Kuehner, PhD.(rkuehner@lbc.edu). Application will be reviewed by the Director of the Professional Counseling program.

Additional information about the Pennsylvania Licensed Professional Counselor is available at <http://www.dos.pa.gov/ProfessionalLicensing/BoardsCommissions/SocialWorkersMarriageanFamilyTherapistsandProfessionalCounselors/Pages/default.aspx#.VT7xiCFViko>.

## Marriage, Couple & Family Counseling (MAMCFC) – Pennsylvania

**Degree:** Master of Arts in Marriage, Couple, & Family Counseling

**Major Mission:** The purpose of the Marriage, Couple, and Family Counseling concentration is to provide training that will give entry-level qualifications for marriage and family counseling opportunities, state licensure as a Licensed Professional Counselor, and professional certification.

The objectives for the program are:

- To equip the student with theoretical orientation that is necessary for addressing human relationships, gender, sexuality, and communication in the context of marriage and family therapy.
- To provide educational training to enhance the prospective counselor's clinical skill necessary for marriage and family therapy.
- To create within the student, the ability to conduct critical thinking skills to evaluate theory and practice from a biblical perspective.
- To provide an emphasis on application of information and knowledge by means of supervised counseling experiences.
- To develop the student's knowledge of the foundational elements in counseling theory and research to prepare students for further study.

The Professional Counseling Program leading to the Master of Arts in Marriage, Couple, & Family Counseling (MAMCF), is designed to provide individuals who possess a knowledge base in the Bible the opportunity to pursue an integrated program of study, specifically in the professional fields of clinical mental health counseling, addictions counseling, and marriage, couple, and family counseling. It also provide individuals with theological distinctiveness, contemporary scholarship and professional counseling skills to serve within the local church, para-church organizations, counseling centers, personnel offices, hospitals, prisons, retirement centers, and a variety of human service settings. Each concentration emphasizes that every person is worth understanding and through a competent counselor, can achieve a marked difference in his/her life.

The MA degree is a total of 60 credits, qualifying students to meet the Pennsylvania requirements to sit for the PA counselor licensing exam.

**Curricular Structure:** The Marriage, Couple & Family Counseling program consists of 60 credits. The curriculum is designed as follows:

Professional Core Courses	15 Credits
2nd Tier Professional Courses	18 Credits
3rd Tier Advanced Course	15 Credits
Professional Practice Courses	9 Credits
Elective Options	<u>3 Credits</u>
Program Total	60 Credits

**Location Offered:** Lancaster, PA

**Curricular Structure:** The Marriage, Couple & Family Counseling program consists of 60 credits. The curriculum is designed as follows:

#### **Pre-program Requirements –**

*Biblical and Theological Foundational Courses:* Students must complete all the Biblical and Theological Foundation courses before the practicum. Some exemptions are possible. Students without the 30 credits of Bible/Theology but who have taken 9 credits of Old Testament, New Testament, or Theology courses are exempt from taking the respective Biblical and Theological Foundation Courses. Likewise, a 3 credit course in Hermeneutics will exempt students from BTC 561. At the time of admission, an evaluation will be done of the students' transcripts, and students will be informed of which courses they are exempt from taking.

*Counseling Prerequisites Required before any Classes:* Six undergraduate credits of counseling are required before any graduate work can commence.

*Basic Research & Statistics Course:* 3 undergraduate credits of basic statistics course required before taking *CPS 505 - Research and Program Evaluation*

#### **Noncredit Program Requirements –**

- ORI 500 - Orientation Seminar (0 credits)
- course (including transfer credits)<sup>th</sup>Therapist evaluation of MMPI-2 and 16PF-taken immediately after preliminary acceptance phase AND evaluated by counseling department faculty before registering for your 5
  - course<sup>th</sup>PA criminal background check and child abuse clearance submitted before registering for your 6
- course (including transfer credits), see Handbook for details (requires current child abuse clearance & criminal background check)<sup>th</sup>Candidacy: must be granted before registering for your 6

#### **Levels of Completion**

- **MMPI-2 and 16PF** must be taken between 15 and 18 credits of the program.
- **Candidacy Level:** To be eligible for candidacy the student must complete 15 credits with a minimum GPA of 3.0. All admission prerequisite requirements must also be completed. The student will provide a recent state criminal record check, child abuse background check, FBI fingerprinting record, and complete the 16 PF and MMPI 2 (or other related assessments such as Personality Factors and CISS, career assessment). A satisfactory interview with the program coordinator completes the candidacy process. Achieving candidacy is the formal and final admission to your program.
  - **CPCE** (Counselor Preparation Comprehension Examination) must be taken upon successfully completing Tier 1 and Tier 2 Professional Courses and before registering for the practicum course. The purpose of the exam is to assess the student's knowledge of counseling to ensure minimum competence in the field.
- **Practicum Level:** Following candidacy, the student is eligible to apply for practicum after successfully completing a minimum of 33 credits with a minimum GPA of 3.0.
- **Internship Level:** To be eligible for the internship a student must have satisfactorily completed the practicum level, completed 33 graduate credits, and maintained a minimum 3.0 GPA.
- **Graduation:** The department chair will recommend students for graduation having fulfilled all the graduation requirements.

#### **Practicum and Internships**

The Practicum and Internship courses are a critical and integral component in the training of a well-equipped counselor. These courses provide students with the opportunity to utilize their classroom learning in counseling situations under the supervision of professional counselors.

Prior to practicum and internships, students must take the Counselor Preparation Comprehension Examination (CPCE) after completing Tier 1 and Tier 2 courses. The purpose of the exam is to assess the student's knowledge of counseling to ensure minimum competence in the field.

The Practicum course (CPS 601) may be taken after completing a minimum of 33 graduate credits (Tier 1 & Tier 2 courses) with a minimum GPA of 3.0 and completion of the candidacy process. A minimum of 200 hours of field experience is required to complete the practicum. In addition, students are required to participate in a blended classroom component.

The Internship courses (CPS 602 & CPS 603) may be taken after completing a minimum of 33 graduate credits (Tier 1 & 2 courses) with a minimum GPA of 3.0, and successfully completing the Practicum course. Each internship course requires a minimum of 300 hours of field experience each, which is a total of 600 hours of field experience.

Student group meetings, either face-to-face or online, will be held with a LBC faculty member for both courses. These meetings will review the student's counseling activity and issues, and provide for student presentations along with peer and faculty feedback.

### Graduation Requirements

The following requirements must be successfully completed in order to receive the Master of Arts degree:

- Satisfactory completion of all course work
  - A minimum cumulative GPA of 3.0
  - Fulfillment of all financial obligations
- Adherence to biblical standards and ethics in living one's lifestyle

## Counseling Admissions and Candidacy Process

### Program Admission Criteria

The application process for the M.A counseling programs has four phases: Initial application phase (IAP), interview phase (IP; parts 1-3), preliminary acceptance phase (PAP), and candidacy phase (CP).

#### Initial Application Phase (IAP) requires submission of the following items:

- Online application form with \$40 application fee.
- Personal statement of spiritual journey and statement of faith
- Two professional references completed online by their applicant's supervisor(s) and their pastor
- Transcript of an accredited Bachelor's degree (and grad. transcripts if seeking transfer credit approval).
- The TOEFL examination is required only if English is not the applicant's native language or if the applicant has not completed a degree program taught in English. TOEFL scores must be from tests administered within two years of the application deadline. The official TOEFL score report must be sent directly from the Educational Testing Service.
- Individuals seeking admission to the MA program must complete each step of the application process by submitting a complete application by:

Fall Semester Start	August 1
Spring Semester Start	December 1
Summer Semester Start	April 1

To apply online, go to the following link: <https://www.LBC | Capital.edu/capital/admissions/>

Current LBC | CAPITAL undergraduate students who are pursuing Counseling Majors and wish to apply for the 5-year grad school program will go through a similar process the semester immediately following their completion of 45 credits. Applications for these students must be completed and submitted by:

Fall Semester Start	April 19
Spring Semester Start	November 11

Upon review of application materials, prospective students will be contacted by the Counseling Department within one week for the application interview.

### **IAP Grading Rubric:**

20 possible points

- Professional Reference 1 completed online (max 5 points)
- Professional Reference 2 completed online (max 5 points)
  - Undergraduate GPA - (max 5 points) –

4.0-3.75 = 5

3.5-3.74 = 4

3.25-3.49 = 3

3.0-3.24 = 2

2.75-2.99 = 1

- Autobiographical Statement of Faith (max 5 points)

Those accepted at this phase will be welcomed to the campus for the interview phase.

### **Interview Phase Part 1 (IP1):**

The prospective student is invited for an on-campus interview with the admission committee. Before the meeting, the applicant is asked to type a 1-page scholarly paper using APA format in Microsoft Word reviewing articles given to them that day. Writing samples help us assess for graduate-level skills related to comprehension, adaptability, critical thinking, and scholarly writing (max 10 points).

### **Interview Phase Part 2 (IP2):**

After completion of the writing sample, the student has to appear before the admission committee for a face-to-face interview. During the interview process, the committee assesses interpersonal skills, critical thinking, and self-awareness (max 5 points).

### **IP Grading Rubric:**

15 possible points

Part 1 (max 10 points)

Part 2 (max 5 points)

-A score of 11 or higher is required for admission. Those who have met the interview criteria will be welcomed to the preliminary acceptance phase.

### **Preliminary Acceptance Phase (PAP):**

This phase enables provisional acceptance to the graduate program. During this phase, the new MA Counseling student will need to take the following four courses:

- CPS 501: Orientation to Professional Counseling Identity, Function & Ethics
  - CPS 508: Counseling Skills in Helping Relationships
    - CPS 515: Counseling Theory & Techniques
- CPS 530: Professional Ethics and Legal Issues in Counseling
  - CPS 541: Group Counseling Leadership Skills.

In addition to the requirement of a grade of B or higher, each student will be rated by their professors on various interpersonal and academic performance standards. The student will then meet with their academic advisor under being deemed academically and interpersonally fit to continue to the candidacy phase. Should the student not meet the above expectations, an individual remediation plan tailored to the student's growth needs will be developed. If the student does not satisfy the requirements of the remediation plan, they will be dismissed from the program.

### **Candidacy Process:**

In addition to the requirement of a grade of B or higher, each student will be rated by their professors on various interpersonal and academic performance standards in each of the Tier 1 courses. Students have to complete the following requirements before scheduling the candidacy meeting.

Students' academic performance, interpersonal characteristics, and behavior are monitored throughout the program.

New students begin the program in the Preliminary Acceptance Phase (PAP). During this phase, the new MA Counseling student will need to display academic fitness and interpersonal fitness through the following four 1<sup>st</sup> Tier courses:

- CPS 501 Orientation to Professional CNS Identity, Function, & Ethics
  - CPS 508 Counseling Skills in Helping Relationships
  - CPS 515 Counseling Theories and Methodologies
- CPS 530 Professional Ethics and Legal Issues in Counseling
  - CPS 541 Group Counseling and Leadership Skills

Students are required to earn a grade of B or higher in each of the five PAP courses. Each student will also be rated by their PAP course professors on various interpersonal and academic performance standards via the Critical Competencies Review form. The student will then meet with their academic advisor under being deemed academically and interpersonally fit to continue to the candidacy phase. Should the student not meet the above expectations, an individual remediation plan tailored to the student's growth needs will be developed. If the student does not satisfy the requirements of the remediation plan, they will be not permitted to move forward in the program.

Students who complete the PAP portion of the program move on to the candidacy phase.

### **Candidacy Phase (CP)**

To ensure the student's socio-emotional and behavioral fitness for the profession, they will be required to take the MMPI-2 and the 16PF no later than the semester following approval of academic and interpersonal competence as noted above. The student will also be interviewed by a faculty member, and test results will be interpreted collaboratively by full-time faculty. Recommendations germane to findings will be generated and the advisor will meet with the student to communicate this information. Examples of recommendations include but are not limited to:

#### *Clearances*

Two (2) background checks are required prior to your candidacy interview (more information below) and are necessary for approval for field placement in an educational setting.

- PA Child Abuse Clearance (ACT 151)
- PA Criminal Background Check (ACT 34)
- Proof of completed Mandated Reporter Training

*Personality and Career Assessment:* These assessments are required and reviewed in order to ensure the student is at a socio-emotional and behavioral level fit for the profession.

1. **MMPI-2:** Before exiting the Pre-Candidacy phase, the student will need to obtain a personality evaluation, comprising of the Minnesota Multiphasic Personality Inventory – 2<sup>nd</sup> Edition Restructured Form (MMPI-2-RF). The student's advisor will review the results of this assessment and discussed at the Candidacy interview. The results of the personality evaluation may verify the student's continuation within the program and/or evidence a need for additional counseling, or it may show evidence that another area of pursuit would be in the student's best interest. Failure to complete this requirement will result in the student's inability to take additional courses.
2. **16-PF:** The student is also required to take the 16-Personality Factors Assessment. The assessment is reviewed with the student during the candidacy interview. We utilize the Human Resource Development Report that will assess your personality and the associated relationship with common workplace factors to ensure that your chosen career path correlates with common counseling environments.

After the required assessments are completed and all materials received by the Department Assistant, the student will be allowed to schedule an appointment to be interviewed for Candidacy. This meeting is an intentional pause to assess academic, intrapersonal, and interpersonal fitness to continue in the program. During the Candidacy meeting, the student will be interviewed by the Program Director. The interview will consist of review current grades in the core courses, review of interpersonal and academic rating (via a standardized form) completed by all four professors, overall program fit, and the results of the MMPI-2 and the 16 PF.

Based on the results of the Candidacy meeting, recommendations germane to findings will be generated. Examples of recommendations include but are not limited to:

- Formal approval as socio-emotionally, academically, and behaviorally fit for advancement to Candidacy.
  - Provisionally fit for Candidacy IF various recommendations are followed
- Temporary hiatus from additional classes until requirements have been satisfactorily fulfilled.
  - Unfit for candidacy and dismissal from the program.

## Master of Arts in Marriage, Couple and Family Counseling

**Degree:** Master of Arts in Marriage, Couple & Family Counseling

The purpose of the Marriage, Couple, & Family Counseling Program is to provide training that will give entry-level qualifications for marriage, couple, and family counseling opportunities, state licensure as a Licensed Professional Counselor, and professional certification.

The objectives for the program are:

- To equip the student with theoretical orientation that is necessary for addressing human relationships, gender, sexuality, and communication in the context of marriage and family therapy.
- To provide educational training to enhance the prospective counselor’s clinical skill necessary for marriage and family therapy.
- To create within the student the ability to conduct critical thinking skills to evaluate theory and practice from a biblical perspective.
- To provide an emphasis on application of information and knowledge by means of supervised counseling experiences.
- To develop the student’s knowledge of the foundational elements in counseling theory and research to prepare students for further study.

### Curricular Structure

The Marriage & Family Counseling concentration program consists of 48 credits. The curriculum is designed as follows:

Professional Core	12 Credits
2nd Tier Professional Courses	18 Credits
3rd Tier Advanced Courses	18 Credits
Professional Practice Courses	9 Credits
Elective Options	<u>3 Credits</u>
Program Total	60 Credits

### Location Offered

Lancaster, PA

### Pre-program Candidacy Requirements

#### Biblical and Theological Foundational Courses

Students must complete all the Biblical and Theological Foundation courses before the practicum. Some exemptions are possible. Students without the 30 credits of Bible/Theology but who have taken 9 credits of Old Testament, New Testament, or Theology courses are exempt from taking the respective Biblical and Theological Foundation Courses. Likewise, a 3 credit course in Hermeneutics will exempt students from BTC 561. At the time of admission, an evaluation will be done of the students’ transcripts, and students will be informed of which courses they are exempt from taking.

The following four Biblical and Theological Foundation Courses are each 1 credit courses and are included with each semester’s roster of courses.



**3rd Tier Advanced Course (15 Credits)**

CPS 540	Marriage Counseling & Psychotherapy	3
CPS 550	Family Counseling & Psychotherapy	3
CPS 552	Marriage and Family Issues	3
CPS 572	Counseling Addictions	3
CPS 575	Counseling Children and Adolescents	3

*Tier 3 Advanced and Professional Practice courses can be taken only after being granted Candidacy and completion of Tier 1 and Tier 2 Professional Courses. CPCE exam must be taken upon completion of Tier 1 and 2 but prior to practicum and internships.*

**Professional Practice Courses (9 Credits)**

CPS 601	Professional CNS Practicum	3
CPS 602	Professional CNS Internship	3
CPS 603	Counseling Internship II	3

*Tier 3 Advanced and Professional Practice courses can be taken only after being granted Candidacy and completion of Tier 1 and Tier 2 Professional Courses. CPCE exam must be taken upon completion of Tier 1 and 2 but prior to practicum and internships.*

**Elective Options (3 Credits)**

CPS 514	Psychopharmacology	3
CPS 517	Biopsychology	3
CPS 545	Counseling the Older Adult	3
CPS 546	Theories of Personality	3
CPS 551	Assessment Techniques in Counseling II	3
CPS 553	Counseling & Psychotherapy for the Individual	3
CPS 573	Advanced Addictions Treatment Methods	3
CPS 577	Human Sexuality	3
CPS 586	Advanced Applied Research Practicum	3

***Electives can be taken only after completing 2nd Tier Professional Courses and being granted candidacy. Electives may be taken at other times: fall semester, winter term, spring semester, or summer.***

**Administration and Faculty**

**Program Director**

**Ryan M. Kuehner, PhD**

Chair, Department of Counseling and Social Work

PHONE: 717.569.7071 ext. 5455 | EMAIL: rkuehner@lbc.edu

**MA Faculty**

**Resident Faculty:**

- Judson C. Buckwalter, MA
- Freeman M. Chakara, PsyD
- Ryan M. Kuehner, PhD
- Gary L. Troxell, EdD
- Praveen Rudra, MA

**Adjunct and Visiting Faculty:**

- Melissa Boas, MEd
- Justin D. Charles, PsyD
- Ruth Chang, PsyD
- Sean Dougherty, MEd
- Meagan Good, MA
- Daniel Grubb, MA
- James Johnson, DMin

Olivia Murrin, MA  
 Jon Shacklett, MA  
 Justin Steele, PsyD  
 Shiree Stuart, PsyD

### Pennsylvania Licensed Professional Counselor

In Pennsylvania the academic requirement to be a Licensed Professional Counselor is 60 credits. The licensure test is administered by the National Board of Certified Counselors. Students, who have completed the MA with only 48 credits have the option to pursue 12 additional course credits for licensure in order to meet PA educational requirements for licensure examination. Students must declare their intention and submit application for admission to master-level coursework for state licensure (non-degree) to the Program Director Dr. Ryan Kuehner, PhD.(rkuehner@lbc.edu). Application will be reviewed by the Director of the Professional Counseling program.

Additional information about the Pennsylvania Licensed Professional Counselor is available at <http://www.dos.pa.gov/ProfessionalLicensing/BoardsCommissions/SocialWorkersMarriageanFamilyTherapistsandProfessionalCounselors/Pages/default.aspx#.VT7xiCFViko>.

## Professional Counseling - Pennsylvania Licensure

The Professional Counseling program at Lancaster Bible College | Capital Seminary & Graduate School prepares students to apply for the Licensed Professional Counselor license. It is important to remember that Capital, as a division of Lancaster Bible College, grants the degree, and individual states grant licenses. As such, students need to be sure that they are following their respective state licensing guidelines. In Pennsylvania, the academic requirement to be a Licensed Professional Counselor is 60 credits. The licensure test is administered by the National Board of Certified Counselors. Students desiring this option may take the additional 12 credits prior to graduation or after they graduate.

Additional information about the Pennsylvania Licensed Professional Counselor exam and the additional four courses is available from the program director, Dr. Ryan Kuehner, at 717-569-7071 ext. 5405.

### Professional Counseling - PA Licensure

#### Required Courses

CPS 583	Multicultural Foundations of Counseling	3
CPS 588	Career and Lifestyle Development	3
CPS 603	Counseling Internship II	3
_____	Counseling Elective	3
		<b>Subtotal: 12</b>

## English as Second Language PreK-12 (MEd)

The Master of Education: English as a Second Language seeks to train students from a philosophical basis which reflects a biblical worldview to serve as teachers of English as a Second Language in public and private schools. In order to earn the MEd, each student must complete the professional courses and field placement for a total of 39 credits in the program. Additionally, students must show competencies in Bible and Theology by completing four 1-credit Biblical and Theological Foundation courses or through a transcript evaluation. In order to be eligible for a PA ESL Program Specialist Certification, the student must hold a current PA Instructional I or II certification in any area.

The MEd: English as a Second Language is a blended program with courses containing online and face-to-face components. Students can complete the program in 2 ½ years taking classes during the fall, spring, and summer. Summer classes meet in a one-week intensive format. Students will need to complete 60 hours of field placement in ESL. The field placement coordinator will aid students in locating appropriate field placements.

Degree: Master of Education

Certification: PA ESL Program Specialist Certification (PreK-12)

\*\* To be recommended for certification, students must hold a Pennsylvania Instruction I or II (any area).

\*\* For graduate students, not holding a PA certification, they will not be eligible for PA ESL Program Specialist certification. If they desire to enter the program to earn the degree only without certification, they will need to complete an additional 3 credits in ELL, unless waived by the Program Coordinator.

### **Program Objectives**

1 - The teacher candidate will demonstrate the ability to integrate knowledge of content, pedagogy, resources and learners to design coherent learning experiences that are aligned with outcomes and that reach all learners. The special education teacher candidate will synthesize assessment data to design individual educational plans for students.

2 - The teacher candidate will demonstrate the ability to implement safe, equitable, learning-focused environments developed through appropriate rapport between student and teacher, responsiveness to the needs and cultures of all learners, and effective classroom management techniques in an organized physical environment. The special education teacher candidate will design appropriate least-restrictive learning environments for students.

3 - The teacher candidate will demonstrate effective instructional practices as characterized by

- a) clear verbal, nonverbal, and media communication,
- b) reflective and responsive teaching using multiple instructional strategies,
- c) implementation of a variety of assessment measures,
- d) engagement of students in higher level thinking and learning,
- e) adherence to a student's individualized education plan.

4 - The teacher candidate will demonstrate professionalism by

- a) adhering to ethical, institutional and legal guidelines,
- b) maintaining accurate records,
- c) seeking opportunities to grow professionally,
- d) reflecting on his/her own practice, and
- e) collaborating with colleagues, parents, and the community
- f) applying knowledge of transition plans for students with special needs to ensure learner growth and advance the profession.

5 - The teacher candidate will integrate a biblical worldview. The teacher candidate will demonstrate a biblical worldview is his/her personal and professional life.

**Locations Offered:** Lancaster

### **Admission, Retention, Graduation**

Acceptance into the Master's degree program at Lancaster Bible College is consistent with the general admissions policy at the College. Individuals requesting entrance into any of the teacher certification programs must fulfill all the college admissions requirements. Individuals transferring with some credits who wish to obtain certification through Lancaster Bible College must follow the standard admissions policies of the College and consult with the Certification Officer to establish a course of study that will result in recommendation for certification. The number of transfer credits accepted, plus the date the transfer credits were completed, will be considered by the Certification Officer in conjunction with the Program Coordinator. Up to 9 graduate level credits can be transferred.

### Admissions to MEd Special Education

1. Official transcript of a Bachelor's degree in Education or its equivalent
2. A cumulative GPA of 3.0 or better as documented on an official transcript from the undergraduate accredited institution \*
3. A valid Pennsylvania certificate at a minimum level of Instructional I (Grades PK-4, Grades 4-8, Reading Specialist PK-12, or any PK-12 instructional area) must be submitted during admissions.\*\*
4. Recent (within 1 year of admissions) Child Abuse, Criminal Record, and Fingerprinting Clearances.
5. Two references from individuals who can speak of the candidate's abilities in the classroom
6. Completed MEd application form and submission of required application credentials

<https://www.lbc.edu/capital/admissions/>

7. Personal interview with the Program Director

### Application Deadlines:

- August 1 for Fall Semester start
- December 1 for Spring semester start
- April 1 for summer semester start

\*Graduate students with a GPA lower than 3.0 may be admitted to the program under provisional status with Program Coordinator approval. In provisional admittance status, the student must maintain a 3.0 in the first 12 credits of the program in order to be fully admitted into the program.

\*\* For graduate students, not holding a PA certification, they will not be eligible for PreK-8 Special Education certification. If they desire to enter the program to earn the degree only without certification, they will need to complete 9 credits in meeting the needs of diverse learners and 3 credits in ELL.

Current LBC undergraduate students, already admitted into Teacher Certification Studies, who wish to apply will go through the admissions process the semester following their completion of 45 credits. Applications for these students must be completed and submitted by April 19 (Fall start) and November 11 (Spring start).

Students wishing to take courses solely for personal enrichment or Act 48 credits are classified as nonmatriculating students. Permission for enrollment in courses is based on completion of the Nonmatriculating Application and the adequacy of class space. If at a later time the student wishes to be admitted into the program, that student will need to go through the formal application process. Granting credit for courses taken while a nonmatriculating student is not automatic. The Program Coordinator will evaluate course work and grant or not grant credit on an individual basis.

Upon review of application materials, prospective students will be contacted by the Program Coordinator regarding their admission.

### Retention in MEd Special Education

1. Minimum Cumulative GPA = 3.0

The criteria for retention are reviewed at the conclusion of each semester. Should the GPA fall below a 3.0 during the first three courses, the student is considered on probation for any certification. The student must meet with the advisor to determine a plan to raise the GPA to the minimum level. Student study groups and adjustment to schedules may help to restore the required grade levels. Further matriculation for the degree alone may also be in jeopardy.

If at the completion of the 4<sup>th</sup> course, the student has not raised the GPA, then the student will receive notice of academic dismissal. When students are academically dismissed, they have the right to appeal for reinstatement if they believe there were extenuating circumstances involved. The appeal must be written and submitted to the Education Department chair within 30 days of receiving the letter of dismissal. The appeal will be considered by the Education Department Chair in conjunction with the Provost. Decisions are final.

### **Eligibility to enter Apprenticeship I**

1. Successful formal admission and retention in the MEd Special Education program
2. Minimum Cumulative GPA = 3.0
3. Renewed Child Abuse, Criminal Record, and Fingerprinting Clearances (within 6 months)
4. TB test (within 6 months)
5. Proof of Liability Insurance
6. Completion of all graduate courses excluding Teacher's Life & Work and Action Research
7. In good standing with Lancaster Bible College

### **Exit Criteria - Eligibility to be Recommended for Certification**

1. Completion of all program requirements and field placement requirements
2. Conferral of degree(s)
3. A minimum of a satisfactory rating (1) in each of the 4 categories on the Pennsylvania Statewide Evaluation Form for Student Professional Knowledge and Practice (PDE-430). There must be 2 final forms. A minimum total of at least 4 points must be achieved on the final summative rating in order to be recommended for certification. The PDE-430 is completed by the college supervisor.
4. Successful completion of required certification tests (PECT). See appendix.
5. Minimum Cumulative GPA = 3.0
6. Submitted application to TIMS for PA teacher certification. See appendix.
7. The recommendation of the LBC Certification Officer

### **Program Completion**

The program must be completed in a maximum of five years. If a student wishes to temporarily withdraw from a program, the student must notify the Program Director in writing. If a student needs an extension to continue the program after the five years, a written request must be submitted to the advisor and Program Director.

### **Academic Advising**

Students will be assigned an advisor to monitor student progress and to provide encouragement through their studies. Advisors are available for in-person and email meetings. Students will receive and have access to the Handbook for policies and procedures. Additionally, the handbook contains advisement sheets. The Program Director will monitor student progress each semester and alert the student and advisor regarding any deficiencies to be addressed and criteria not being met. Prior to Apprenticeship I and II, the Program Director will audit the student's file to ensure completion of necessary requirements for graduation and certification.

### **Continuous Enrollment**

Even though students are part-time, continuous enrollment is expected. It is understood that extenuating circumstances occur which may prevent a student from enrolling in a given semester. However, this should be viewed as the exception in order to complete the program. Should a student not enroll for twelve months, he/she will be placed on non-student status and will need to reapply.

### **Faculty**

**Master’s Degree Coordinator**

Julia Hershey, MEd, Doctoral Candidate

**Certification Officer, Field Placement Coordinator**

Robert Dodson, EdD

**Resident Faculty**

Diane Dick, PhD

Robert Dodson, EdD

Julia Hershey, MEd, Doctoral Candidate

Stacey Martin, EdD

Diane Menga, MEd

**Adjunct Faculty**

E. Penny Clawson, EdD

Leslie Schmucker, MEd

M. Raluca Snyder, EdD

**Curricular Structure**

\* Students must show competencies in Bible and Theology by completing four 1-credit Biblical and Theological Foundation courses or through a transcript evaluation.

Biblical and Theological Studies Courses (1 credit each)

BTC 551 The Biblical Narrative

BTC 561 Biblical Interpretation

BTC 571 Introduction to Christian Theology

BTC 581 Christianity in the Contemporary World

**Professional-Core**

EDU 519	Foundations & Framework for Learning	3
EDU 550	Socio-Cultural Perspectives on Education	3
EDU 560	Teacher's Life and Work	3
EDU 598	Seminar in Action Research	3
EDU 599	Project in Action Research	3

**Subtotal: 15**

**Open Electives**

Student may choose any course at the 500+ level with the following prefixes: EDU, ESL, SPE

**Subtotal: 3**

**Program Courses**

ESL 500	Culture and Communication	3
ESL 515	Language and Literacy Development for the English Learner	3
ESL 517	Language Foundations for Teachers	3
ESL 520	Instruction and Assessment for the English Learner	3
ESL 610	ESL Internship & Seminar	3
EDU 526	Diagnostic Reading Assessment	3
EDU 529	Collaborative Team Approach	3
<b>Subtotal: 21</b>		
<b>Subtotal: 0</b>		

**English as Second Language PreK-12 Certification Only**

The English as a Second Language (certification only) seeks to train students from a philosophical basis which reflects a biblical worldview to serve as teachers of ESL in public and private schools. Students complete blended courses with online and face-to-face components as well as 60 hours of field placement in ESL. The field placement coordinator will aid students in locating appropriate field placements.

Students can complete the coursework in five semesters (fall, spring, and summer). Summer classes meet in one-week intensive format.

Degree: None

Certification: PA ESL Program Specialist Certification (PreK-12)

\*\* To be recommended for certification, students must hold a Pennsylvania Instruction I or II (any area).

\*\* For graduate students, not holding a PA certification, they will not be eligible for PA ESL Program Specialist certification. If they desire to complete the coursework without certification, they will need to complete an additional 3 credits in ELL, unless waived by the Program Coordinator.

**Program Objectives**

1 - The teacher candidate will demonstrate the ability to integrate knowledge of content, pedagogy, resources and learners to design coherent learning experiences that are aligned with outcomes and that reach all learners. The special education teacher candidate will synthesize assessment data to design individual educational plans for students.

2 - The teacher candidate will demonstrate the ability to implement safe, equitable, learning-focused environments developed through appropriate rapport between student and teacher, responsiveness to the needs and cultures of all learners, and effective classroom management techniques in an organized physical environment. The special education teacher candidate will design appropriate least-restrictive learning environments for students.

3 - The teacher candidate will demonstrate effective instructional practices as characterized by

- a) clear verbal, nonverbal, and media communication,
- b) reflective and responsive teaching using multiple instructional strategies,
- c) implementation of a variety of assessment measures,
- d) engagement of students in higher level thinking and learning,
- e) adherence to a student's individualized education plan.

4 - The teacher candidate will demonstrate professionalism by

- a) adhering to ethical, institutional and legal guidelines,
- b) maintaining accurate records,
- c) seeking opportunities to grow professionally,

- d) reflecting on his/her own practice, and
- e) collaborating with colleagues, parents, and the community
- f) applying knowledge of transition plans for students with special needs to ensure learner growth and advance the profession.

5 - The teacher candidate will integrate a biblical worldview. The teacher candidate will demonstrate a biblical worldview is his/her personal and professional life.

**Locations Offered:** Lancaster

### **Admission, Retention, Graduation**

Acceptance into the Master's degree program at Lancaster Bible College is consistent with the general admissions policy at the College. Individuals requesting entrance into any of the teacher certification programs must fulfill all the college admissions requirements. Individuals transferring with some credits who wish to obtain certification through Lancaster Bible College must follow the standard admissions policies of the College and consult with the Certification Officer to establish a course of study that will result in recommendation for certification. The number of transfer credits accepted, plus the date the transfer credits were completed, will be considered by the Certification Officer in conjunction with the Program Coordinator. Up to 9 graduate level credits can be transferred.

### **Admissions to MEd Special Education**

1. Official transcript of a Bachelor's degree in Education or its equivalent
2. A cumulative GPA of 3.0 or better as documented on an official transcript from the undergraduate accredited institution \*
3. A valid Pennsylvania certificate at a minimum level of Instructional I (Grades PK-4, Grades 4-8, Reading Specialist PK-12, or any PK-12 instructional area) must be submitted during admissions.\*\*
4. Recent (within 1 year of admissions) Child Abuse, Criminal Record, and Fingerprinting Clearances.
5. Two references from individuals who can speak of the candidate's abilities in the classroom
6. Completed MEd application form and submission of required application credentials

<https://www.lbc.edu/capital/admissions/>

7. Personal interview with the Program Director

Application Deadlines:

- August 1 for Fall Semester start
- December 1 for Spring semester start
- April 1 for summer semester start

\*Graduate students with a GPA lower than 3.0 may be admitted to the program under provisional status with Program Coordinator approval. In provisional admittance status, the student must maintain a 3.0 in the first 12 credits of the program in order to be fully admitted into the program.

\*\* For graduate students, not holding a PA certification, they will not be eligible for PreK-8 Special Education certification. If they desire to enter the program to earn the degree only without certification, they will need to complete 9 credits in meeting the needs of diverse learners and 3 credits in ELL.

Current LBC undergraduate students, already admitted into Teacher Certification Studies, who wish to apply will go through the admissions process the semester following their completion of 45 credits. Applications for these students must be completed and submitted by April 19 (Fall start) and November 11 (Spring start).

Students wishing to take courses solely for personal enrichment or Act 48 credits are classified as nonmatriculating students. Permission for enrollment in courses is based on completion of the Nonmatriculating Application and the adequacy of class space. If at a later time the student wishes to be admitted into the program, that student will need to go through the formal application process. Granting credit for courses taken while a nonmatriculating student is not automatic. The Program Coordinator will evaluate course work and grant or not grant credit on an individual basis.

Upon review of application materials, prospective students will be contacted by the Program Coordinator regarding their admission.

### **Retention in MEd Special Education**

1. Minimum Cumulative GPA = 3.0

The criteria for retention are reviewed at the conclusion of each semester. Should the GPA fall below a 3.0 during the first three courses, the student is considered on probation for any certification. The student must meet with the advisor to determine a plan to raise the GPA to the minimum level. Student study groups and adjustment to schedules may help to restore the required grade levels. Further matriculation for the degree alone may also be in jeopardy.

If at the completion of the 4<sup>th</sup> course, the student has not raised the GPA, then the student will receive notice of academic dismissal. When students are academically dismissed, they have the right to appeal for reinstatement if they believe there were extenuating circumstances involved. The appeal must be written and submitted to the Education Department chair within 30 days of receiving the letter of dismissal. The appeal will be considered by the Education Department Chair in conjunction with the Provost. Decisions are final.

### **Eligibility to enter Apprenticeship I**

1. Successful formal admission and retention in the MEd Special Education program
2. Minimum Cumulative GPA = 3.0
3. Renewed Child Abuse, Criminal Record, and Fingerprinting Clearances (within 6 months)
4. TB test (within 6 months)
5. Proof of Liability Insurance
6. Completion of all graduate courses excluding Teacher's Life & Work and Action Research
7. In good standing with Lancaster Bible College

### **Exit Criteria - Eligibility to be Recommended for Certification**

1. Completion of all program requirements and field placement requirements
2. Conferral of degree(s)
3. A minimum of a satisfactory rating (1) in each of the 4 categories on the Pennsylvania Statewide Evaluation Form for Student Professional Knowledge and Practice (PDE-430). There must be 2 final forms. A minimum total of at least 4 points must be achieved on the final summative rating in order to be recommended for certification. The PDE-430 is completed by the college supervisor.
4. Successful completion of required certification tests (PECT). See appendix.
5. Minimum Cumulative GPA = 3.0
6. Submitted application to TIMS for PA teacher certification. See appendix.
7. The recommendation of the LBC Certification Officer

### **Program Completion**

The program must be completed in a maximum of five years. If a student wishes to temporarily withdraw from a program, the student must notify the Program Director in writing. If a student needs an extension to continue the program after the five years, a written request must be submitted to the advisor and Program Director.

### **Academic Advising**

Students will be assigned an advisor to monitor student progress and to provide encouragement through their studies. Advisors are available for in-person and email meetings. Students will receive and have access to the Handbook for policies and procedures. Additionally, the handbook contains advisement sheets. The Program Director will monitor student progress each semester and alert the student and advisor regarding any deficiencies to be addressed and criteria not being met. Prior to Apprenticeship I and II, the Program Director will audit the student's file to ensure completion of necessary requirements for graduation and certification.

### **Continuous Enrollment**

Even though students are part-time, continuous enrollment is expected. It is understood that extenuating circumstances occur which may prevent a student from enrolling in a given semester. However, this should be viewed as the exception in order to complete the program. Should a student not enroll for twelve months, he/she will be placed on non-student status and will need to reapply.

### **Faculty**

#### **Master's Degree Coordinator**

Julia Hershey, MEd, Doctoral Candidate

#### **Certification Officer, Field Placement Coordinator**

Robert Dodson, EdD

### Resident Faculty

Diane Dick, PhD

Robert Dodson, EdD

Julia Hershey, MEd, Doctoral Candidate

Stacey Martin, EdD

Diane Menga, MEd

### Adjunct Faculty

E. Penny Clawson, EdD

Leslie Schmucker, MEd

M. Raluca Snyder, EdD

## ESL Certification (K-12) Structure

### Professional Core (9 Credits)

#### English as a Second Language (Certification Only) Courses

ESL 500	Culture and Communication	3
ESL 515	Language and Literacy Development for the English Learner	3
ESL 517	Language Foundations for Teachers	3
ESL 520	Instruction and Assessment for the English Learner	3
ESL 610	ESL Internship & Seminar	3
EDU 529	Collaborative Team Approach	3
<b>Subtotal:</b>		<b>18</b>

## Special Education PreK-8 (MEd)

The Master of Education: Special Education seeks to train students from a philosophical basis which reflects a biblical worldview to serve as teachers in Special Education in public and private schools. In order to earn the MEd, each student must complete the professional courses and field placements for a total of 39 credits in the program. Additionally, students must show competencies in Bible and Theology by completing four 1-credit Biblical and Theological Foundation courses or through a transcript evaluation. In order to be eligible for a PA Instructional I certification in Special Education (PreK-8), the student must hold a current PA Instructional I or II certification in Grades PK-4, Grades 4-8, Reading Specialist PK-12, or any PK-12 area.

The MEd: Special Education (PreK-8) is a blended program with courses containing online and face-to-face components. Students can complete the program in 2 ½ years taking classes during the fall, spring, and summer. Summer classes meet in a one-week intensive format. Students will need to complete 6 credits of field placement in inclusive settings with at least one placement in a public school: Apprenticeship I (120 hours) and Apprenticeship II (6 weeks). The field placement coordinator will aid students in locating appropriate field placements.

**Degree:** Master of Education

**Certification:** PA Instructional I - Special Education (PreK-8)

\*\* To be recommended for certification, students must have a PA Instructional I or II certification in Grades PK-4, Grades 4-8, Reading Specialist PK-12, or any PK-12 area.

\*\* For students, not holding a PA certification, they will not be eligible for PreK-8 Special Education certification. If they desire to enter the program to earn the degree only without certification, they will need to complete 9 credits in meeting the needs of diverse learners and 3 credits in ELL, unless waived by the Program Coordinator.

### **Program Objectives**

1 - The teacher candidate will demonstrate the ability to integrate knowledge of content, pedagogy, resources and learners to design coherent learning experiences that are aligned with outcomes and that reach all learners. The special education teacher candidate will synthesize assessment data to design individual educational plans for students.

2 - The teacher candidate will demonstrate the ability to implement safe, equitable, learning-focused environments developed through appropriate rapport between student and teacher, responsiveness to the needs and cultures of all learners, and effective classroom management techniques in an organized physical environment. The special education teacher candidate will design appropriate least-restrictive learning environments for students.

3 - The teacher candidate will demonstrate effective instructional practices as characterized by

- a) clear verbal, nonverbal, and media communication,
- b) reflective and responsive teaching using multiple instructional strategies,
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- d) engagement of students in higher level thinking and learning,
- e) adherence to a student's individualized education plan.

4 - The teacher candidate will demonstrate professionalism by

- a) adhering to ethical, institutional and legal guidelines,
- b) maintaining accurate records,
- c) seeking opportunities to grow professionally,
- d) reflecting on his/her own practice, and
- e) collaborating with colleagues, parents, and the community
- f) applying knowledge of transition plans for students with special needs to ensure learner growth and advance the profession.

5 - The teacher candidate will integrate a biblical worldview. The teacher candidate will demonstrate a biblical worldview is his/her personal and professional life.

**Locations Offered:** Lancaster

**Admission, Retention, Graduation**

Acceptance into the Master's degree program at Lancaster Bible College is consistent with the general admissions policy at the College. Individuals requesting entrance into any of the teacher certification programs must fulfill all the college admissions requirements. Individuals transferring with some credits who wish to obtain certification through Lancaster Bible College must follow the standard admissions policies of the College and consult with the Certification Officer to establish a course of study that will result in recommendation for certification. The number of transfer credits accepted, plus the date the transfer credits were completed, will be considered by the Certification Officer in conjunction with the Program Coordinator. Up to 9 graduate level credits can be transferred.

### **Admissions to MEd Special Education**

1. Official transcript of a Bachelor's degree in Education or its equivalent
2. A cumulative GPA of 3.0 or better as documented on an official transcript from the undergraduate accredited institution \*
3. A valid Pennsylvania certificate at a minimum level of Instructional I (Grades PK-4, Grades 4-8, Reading Specialist PK-12, or any PK-12 instructional area) must be submitted during admissions.\*\*
4. Recent (within 1 year of admissions) Child Abuse, Criminal Record, and Fingerprinting Clearances.
5. Two references from individuals who can speak of the candidate's abilities in the classroom
6. Completed MEd application form and submission of required application credentials

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7. Personal interview with the Program Director

#### **Application Deadlines:**

- August 1 for Fall Semester start
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\*Graduate students with a GPA lower than 3.0 may be admitted to the program under provisional status with Program Coordinator approval. In provisional admittance status, the student must maintain a 3.0 in the first 12 credits of the program in order to be fully admitted into the program.

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Upon review of application materials, prospective students will be contacted by the Program Coordinator regarding their admission.

### **Retention in MEd Special Education**

1. Minimum Cumulative GPA = 3.0

The criteria for retention are reviewed at the conclusion of each semester. Should the GPA fall below a 3.0 during the first three courses, the student is considered on probation for any certification. The student must meet with the advisor to determine a plan to raise the GPA to the minimum level. Student study groups and adjustment to schedules may help to restore the required grade levels. Further matriculation for the degree alone may also be in jeopardy.

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**Eligibility to enter Apprenticeship I**

1. Successful formal admission and retention in the MEd Special Education program
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**Academic Advising**

Students will be assigned an advisor to monitor student progress and to provide encouragement through their studies. Advisors are available for in-person and email meetings. Students will receive and have access to the Handbook for policies and procedures. Additionally, the handbook contains advisement sheets. The Program Director will monitor student progress each semester and alert the student and advisor regarding any deficiencies to be addressed and criteria not being met. Prior to Apprenticeship I and II, the Program Director will audit the student's file to ensure completion of necessary requirements for graduation and certification.

**Continuous Enrollment**

Even though students are part-time, continuous enrollment is expected. It is understood that extenuating circumstances occur which may prevent a student from enrolling in a given semester. However, this should be viewed as the exception in order to complete the program. Should a student not enroll for twelve months, he/she will be placed on non-student status and will need to reapply.

### **Faculty**

#### **Master's Degree Coordinator**

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#### **Certification Officer, Field Placement Coordinator**

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Stacey Martin, EdD

#### **Adjunct Faculty**

E. Penny Clawson, EdD

Leslie Schmucker, MEd

M. Raluca Snyder, EdD

## **Curricular Structure**

\* Students must show competencies in Bible and Theology by completing four 1-credit Biblical and Theological Foundation courses or through a transcript evaluation.

Biblical and Theological Studies Courses (1 credit each)

BTC 551 The Biblical Narrative

BTC 561 Biblical Interpretation

BTC 571 Introduction to Christian Theology

BTC 581 Christianity in the Contemporary World

#### **Professional Core**

EDU 519	Foundations & Framework for Learning	3
EDU 550	Socio-Cultural Perspectives on Education	3
EDU 560	Teacher's Life and Work	3
EDU 598	Seminar in Action Research	3

EDU 599	Project in Action Research	3
		<b>Subtotal: 15</b>

**Program Courses**

SPE 501	Assessment and Special Education Processes	3
SPE 502	Meeting the Needs of Students with Autism & Behavioral Disorders	3
SPE 503	Teaching Students with Specific Learning Disabilities & Intellectual Disabi	3
SPE 504	Teaching Students with Low Incidence Disabilities	3
SPE 505	Professionalism, Ethical Practices and Collaboration	3
EDU 526	Diagnostic Reading Assessment	3
EDU 570	Apprenticeship I	3
EDU 585	Apprenticeship II	3
		<b>Subtotal: 24</b>

**Subtotal: 0**

## Professional School Counseling (MEd)

The Professional School Counseling Program leading to a Master of Education degree in Professional School Counseling is designed to provide individuals the opportunity to pursue an integrated program of study, specifically in the field of Professional School Counseling. The program has been approved by the Pennsylvania Department of Education for public school certification.

The program provides individuals with theological distinctiveness, contemporary scholarship and professional counseling skills to serve competently within both the public and private school context. The program utilizes scripture as the foundation on which skills and knowledge are developed. In addition, the American School Counselor Association National Model is utilized in the development, implementation and delivery of comprehensive professional school counseling services. This program provides an unique opportunity to integrate both faith and practice into the field of professional school counseling.

Students who want to be eligible to take the National Counselor Examination (NCE) will need 48 credits. Also, students have the option of taking 12 credits in addition to the 48 credit degree (60 credits total) to meet the Pennsylvania requirements to be a Licensed Professional Counselor.

### Purpose and Objectives

The purpose of the professional school counseling program is to provide training that will give entry-level qualifications for elementary/secondary school counseling opportunities, state licensure, and public school certification. The objectives for the programs are:

- To provide training in the essential areas of vocational guidance, social and developmental issues, curriculum management, and crisis intervention
- To orient the student to the elementary/secondary school counselor's role and to professional school counseling systems
- To create within the student the ability to conduct critical thinking skills, to evaluate theory, and practice from a biblical perspective
- To provide an emphasis on application of information and knowledge by means of supervised professional school counseling field experiences
- To develop the student's knowledge of the foundational elements in counseling theory and research to prepare students for further study

### Program Information

#### Curricular Structure

Orientation Seminar	0 Credits
Tier 1 - Core Professional courses	15 Credits

Tier 2 - Professional courses	15 Credits
Tier 3 - Professional courses	15 Credits
Tier 4 - Professional experience	<u>6 Credits</u>
Program Total	48 Credits

## Location Offered

Lancaster, PA

## Program Information

### Location Offered

Lancaster, PA

## MEd School Counseling Faculty

### Resident Faculty:

Melissa Boas, M. Ed.  
 Freeman M. Chakara, PsyD  
 Ryan M. Kuehner, PhD  
 Gary L. Troxell, EdD

### Adjunct and Visiting Faculty:

Justin D. Charles, PsyD  
 Sean Dougherty, MEd

## Pre-program Candidacy Requirements- Biblical and Theological Foundational Courses

Students must complete all the Biblical and Theological Foundation courses prior to practicum/internship. Some exemptions are possible. Students without the 30 credits of Bible/Theology but who have taken 9 credits of Old Testament, New Testament, or Theology courses are exempt from taking the respective Biblical and Theological Foundation Courses. Likewise, a 3 credit course in Hermeneutics will exempt students from BTC 561. At the time of admission, an evaluation will be done of the students' transcripts, and students will be informed of which courses they are exempt from taking.

BTC 521	Biblical Narrative - Old Testament	1
BTC 531	Biblical Narrative - New Testament	1
BTC 561	Biblical Interpretation	1
BTC 571	Introduction to Christian Theology	1

## Tier 1: Core Professional Courses (15 Credits)

ORI 500		
CPS 501	Orientation to Professional Counseling Identity, Function & Ethics	3
CPS 508	Counseling Skills in Helping Relationships	3
CPS 530	Professional Ethics and Legal Issues in Counseling	3
PSC 521	Foundations of School Counseling and Program Planning	3
PSC 555	Group Counseling in the Schools	3

**Skills and Attitudes (18 Credits)**

CPS 525	Assessment Techniques in Counseling	3
PSC 556	Career and Lifestyle Development	3
CPS 575	Counseling Children and Adolescents	3
CPS 583	Multi-cultural Foundations of Counseling	3
PSC 521	Foundations of School Counseling	3
PSC 510	Human Growth and Development Across the Lifespan	3

CPS 525	Assessment Techniques in Counseling I	3
PSC 556	Career Development in Schools	3
CPS 575	Counseling Children and Adolescents	3
CPS 583	Multicultural Foundations of Counseling	3
PSC 521	Foundations of School Counseling and Program Planning	3
PSC 556	Career Development in Schools	3

**Tier 3: Professional Courses (12 credits)**

PSC 504	Research and Program Evaluation	3
PSC 523	Leadership and Advocacy in Education	3
PSC 526	Collaboration, Consultation, and Coordination	3
PSC 535	Exceptional Students: Population, Policies, & Procedures	3

**Field Placement (6 Credits)**

PSC 601	Professional Service I in School Counseling	3
PSC 602	Professional Service II in School Counseling	3

**Licensure Courses (any 12 Credits; can be taken AFTER Graduation)**

CPS 546	Theories of Personality	3
CPS 552	Marriage and Family Issues	3
CPS 540	Marriage Counseling & Psychotherapy	3
CPS 572	Counseling Addictions	3
CPS 550	Family Counseling & Psychotherapy	3
CPS 553	Counseling & Psychotherapy for the Individual	3
CPS 551	Assessment Techniques in Counseling II	3
CPS 577	Human Sexuality	3

*CPS 546, CPS 552, CPS 572, CPS 577: Licensure course recommended for MEd Professional School Counseling candidates*

**Levels of Completion**

- **Pre-Candidacy Level:** At this level, students must maintain a 3.0 GPA, complete all prerequisite requirements, including those set by Capital Seminary & Graduate School and those set by the Pennsylvania Department of Education, including the MMPI-2 and 16PF.
- **Candidacy Level:** To be eligible for candidacy the student must complete a minimum of 12 credits and a maximum of 18 credits. The student will provide a recent criminal history check, child abuse clearance, Federal fingerprinting, and a mandated reporting certification. A satisfactory interview with the program director completes the candidacy process. Achieving candidacy is the formal and final admission to your program.
- **Practicum Level:** Following candidacy, the student is eligible to apply for practicum after successfully completing a minimum of 18 credits with a minimum GPA of 3.0.
- **Internship Level:** To be eligible for the internship a student must have satisfactorily completed the practicum level, completed 30 graduate credits, and maintained a minimum 3.0 GPA.
- **Graduation:** The department chair will recommend students for graduation having fulfilled all the graduation requirements.

## Certification Procedures

Students not holding a valid Pennsylvania Instructional I teaching certificate or its equivalent will have some Pennsylvania Department of Education (PDE) requirements to meet, referred to as the Initial Preparation Program.

Students already holding a valid Pennsylvania Instructional I teaching certificate, or its equivalent, have no PDE prerequisites to complete prior to admission. They will enter the Advanced Preparation Program to work toward their Educational Specialist Certificate in School Counseling.

Regardless of the starting point, in order to be recommended for graduation and the Educational Specialist Certificate in School Counseling, students must fulfill the MEd graduation requirements, pass the Praxis II School Counseling exam, and complete the PDE application.

## Nondegree Certification Option

For prospective students holding a master's degree, certification in Elementary and Secondary School Counseling (PK-12) can be arranged for a student without the student needing to enroll in LBC's MEd degree program. The nondegree application is to be used for admission and is available online or through Adult Learner Services (717-560-8282).

## MEd Degree Without School Counseling Certification

Students may receive the MEd degree in School Counseling without PDE School Counseling Certification by completing the 48 credit MEd curriculum. The PDE certification requirements do not need to be met.

## ACT 48

Courses in the School Counseling programs may be used for ACT 48 credit. Teachers may indicate their request for this credit by checking the appropriate box on the registration form when registering for classes. Nondegree students may take School Counseling classes for ACT 48 credit. Please see the "Academic" section of this catalog, "Nondegree Students" for more information.

## Academic Advising

Each student is assigned a Student Experience Specialist who will help them through the admissions process, orientation, scheduling, registration, graduation, and other academic matters relating to the student's progress through their program. Furthermore, a Faculty Advisor will be assigned to each student for assistance with Field-Based Experience and to provide a guide through the program. Final responsibility for the fulfillment of all program and graduation requirements rests with the student; therefore students are encouraged to be proactive in relating to their Student Experience Specialist and Faculty Advisor during academic studies.

## Pennsylvania Licensed Professional Counselor

In Pennsylvania the academic requirement to be a Licensed Professional Counselor is 60 credits. The licensure test is administered by the National Board of Certified Counselors. Students desiring this option may take the additional 12 credits prior to graduation or after they graduate. Students wanting to take the additional 12 credits, prior to graduation must declare their intention with the Director of the School Counseling program, Melissa Boas, Director of the School Counseling Program - 717.569.7071 | EMAIL: mboas@lbc.edu during their Counseling Internship course.

Additional information about the Pennsylvania Licensed Professional Counselor is available at

<http://www.dos.pa.gov/ProfessionalLicensing/BoardsCommissions/>

[SocialWorkersMarriageandFamilyTherapistsandProfessionalCounselors/Pages/default.aspx#.VT7xiCFViko](http://www.dos.pa.gov/ProfessionalLicensing/BoardsCommissions/SocialWorkersMarriageandFamilyTherapistsandProfessionalCounselors/Pages/default.aspx#.VT7xiCFViko).

## MEd Graduation Requirements

The following requirements must be successfully completed in order to receive the Master of Education degree:

- Satisfactory completion of all course work
- A minimum cumulative GPA of 3.0
- Fulfillment of all financial obligations
- Adherence to biblical standards and ethics in living one's lifestyle



# Courses

## ADM-Church-Ministry-Leadership

### **ADM 502G - Issues in Adult Development & Learning (3)**

This course overviews the field of adult development and learning. The areas to be explored in this course will be: biblical principles on the nature of men and women, understanding the developmental issues shaping generational cohorts, theories of adult learning, and strategies for facilitating learning in ABF's, small groups, Bible studies, and other discipleship venues within the local church context. 3 credits.

### **ADM 503G - Biblical Foundations & Models of Small Group Ministry (3)**

This course will focus on the biblical foundations of small group ministry and the strategies for building a small groups ministry in the local church. The course content will include a sound biblical and theological foundation for aspects of biblical community, small group models, key small group practices, and strategies for connecting church members to groups. 3 credits.

### **ADM 504G - Marriage & Family Ministry (3)**

This class actively engages church leaders in understanding the opportunity the local church today has for evangelism and discipleship by engaging in marriage and family ministries. Students will gain an overview of a number of marriage and family models being launched across the country today, and emphasize ministry tools and a storyboard "plan of action" that will allow Christian leaders to begin implementing marriage and family ministry in their own church. 3 credits.

### **ADM 505G - Curriculum Design and Technology in Teaching (3)**

### **ADM 590G - Independent Study (3)**

This independent study course is for those rare exceptions when a student may have an interest in an area of study related to his/her ministry that is not covered by the curriculum. This independent study course is for those occasions when a student may have an interest in an area of study related to his/her ministry that is not covered by the curriculum. Please contact your advisor or the Graduate School Office for additional information. 3 credits.

## APO - Apologetics

### **APO 510 - Philosophy for Apologetics (3)**

This course presents a Christian perspective on philosophy and its interaction with Apologetics. Students read primary source readings in philosophical texts and learn how to critique and appropriate philosophical insights for apologetics. (3 credits)

### **APO 515 - Old Testament in Apologetics (3)**

This course explores the present challenges to the authority and interpretation of the Old Testament. It engages leading textual and historical critical scholars and provides effective apologetic answers to their objections. Subjects addressed include relation of the Old Testament to Ancient Near Eastern influences, historical reliability, archaeology, and theological development. (3 credits)

### **APO 540 - Christian Apologetics (3)**

This course lays the foundation for advanced studies in apologetics by introducing key concepts, terms, and strategies for answering objections to the Christian faith. Students are given the basic conceptual tools for engaging philosophical and theological thought in the field of apologetics for the purpose of defending the faith and winning the lost to Christ. (3 credits)

### **APO 545 - New Testament Issues in Apologetics (3)**

This course explores the present challenges to the interpretation and authority of the New Testament. It engages leading textual and historical critical scholars and provides effective apologetic answers to their objections. Subjects addressed included canonicity, textual transmission, historical reliability, and theological development. (3 credits)

## **BIB - Bible**

### **BIB 510 - Hebrew for Ministry I (3)**

The basic elements of the Hebrew language will be introduced with the major emphasis on learning how to perform essential tasks for Scripture study and teaching including, but not limited to: how to translate portions of the Hebrew Bible, perform a word study, and identify the main teaching point of a sentence or paragraph. The participant will learn how to use computer software tools to facilitate and sustain the process for a lifetime of ministry. (3 credits)

### **BIB 511 - Hebrew for Ministry II (3)**

This course will build on the knowledge and skills acquired in BIB 510 to increase the student's ability to incorporate Hebrew into pastoral, teaching, missionary, or parachurch ministries. The participant will gain confidence in taking a portion of God's Word in Hebrew and transforming it into a sermon, devotional, book, or any other teaching tool which will edify the recipients. Emphasis will be given to discovering what is revealed in the Hebrew text that might be lost or conveyed less poignantly in an English translation. The participant will enhance his ability to use computer tools to facilitate and sustain this vital process for a lifetime of ministry, well beyond graduation. (3 credits)

### **BIB 515 - Greek for Ministry I (3)**

This course is a study of the basic principles of biblical Greek, including basic grammar, vocabulary, and the utilization of significant Greek tools in New Testament exegesis. Pastors and other Christian servant-leaders benefit from a working knowledge of New Testament Greek in all areas of ministry. Since this course is geared towards using New Testament Greek in ministry, students will hone and deepen their study of God's Word in this class from the first week to the last. As their knowledge of Greek grows, their incorporation of it in exegesis will increase as well. Through the use of Bible software, a number of helpful tools are introduced, demonstrated, and practiced throughout the course. These tools will greatly aid students of the New Testament as they prepare sermons and Bible studies in their various ministry settings. (3 credits)

### **BIB 516 - Greek for Ministry II (3)**

This course continues to build a foundational, conceptual knowledge of basic Greek grammar with the goal of developing greater proficiency in exegesis using the original languages. Pastors and other Christian servant-leaders benefit from a working knowledge of New Testament Greek in all areas of ministry. Since this course is geared towards using New Testament Greek in ministry, students will hone and deepen their study of God's Word in this class from the first week to the last. As their knowledge of Greek grows, their incorporation of it in exegesis will increase as well. Through the use of Bible software, a number of helpful tools are introduced, demonstrated, and practiced throughout the course. Students move from text to teaching, leveraging technology in their exegesis of biblical passages and transferring their knowledge into meaningful Bible exposition. (3 credits)

### **BIB 520 - Selected Topics in Old Testament Pentateuch (3)**

A consideration of selected topics in the Old Testament Pentateuch, including background details, emphasizing how different periods, people, circumstances, events, and issues carried forward the initiation of God's plan for Israel. 3 credits.

### **BIB 521 - Selected Topics in Old Testament History (3)**

A consideration of selected topics in Old Testament history, including background details, emphasizing how different periods, people, circumstances, events, and issues carried forward the outworking of God's plan for Israel and the world. 3 credits.

### **BIB 523 - Selected Topics in Old Testament Poetic Books (3)**

A consideration of selected topics in the Old Testament poetic books, including background details, emphasizing how the content, circumstances, and character of this genre contribute to an understanding of God's plan for Israel and the world as well as man's response in life and worship. 3 credits.

**BIB 525 - Selected Topics in Old Testament Prophetic Books (3)**

A consideration of selected topics in the Old Testament prophetic books, including background details, emphasizing how the content, circumstances, and character of this genre contribute to an understanding of God's plan for Israel and the world. 3 credits.

**BIB 529 - Current Issues in Old Testament Studies (3)**

A study of various problems and issues in Old Testament studies in theological, hermeneutical, literary, ethical, biographical, and spiritual areas, with emphasis on relevance to current ministry. 3 credits.

**BIB 530 - Selected Topics in the Gospels (3)**

A consideration of selected topics in the Gospels, including background details, emphasizing how different periods, people, circumstances, events, and issues carried forward the outworking of the earthly life of Jesus Christ. 3 credits.

**BIB 531 - Selected Topics in New Testament Epistles (3)**

A study of the background, literary structure, interpretive difficulties, and theology of 1 & 2 Timothy and Titus is pursued in view of the light they shed on the qualifications, responsibilities, and function of church leaders. Practical application for the church, including strategies for communicating the contents of these letters, is addressed in the course. (3 credits)

**BIB 535 - Introduction to Biblical Preaching (3)****BIB 539 - Current Issues in New Testament Studies (3)**

A study of various problems and issues in New Testament studies in theological, hermeneutical, literary, ethical, biographical, and spiritual areas, with emphasis on their relevance to current ministry. 3 credits.

**BIB 540 - The Land of Israel (3)**

A study of the land and culture of Israel including an approved Israel tour and academic assignments. The professor(s) leading the tour will arrange with the student the work to be done in addition to the tour. A fee will be charged in addition to the cost of the tour. 3 credits.

**BIB 541 - Biblical Archaeology (3)**

A survey of the general history, principles, and methods of archaeology, and of selected examples of how they contribute to a better understanding of people, places and events of the Bible. 3 credits.

**BIB 551 - Applied Hermeneutics: Interpretation of Narrative (3)**

This course is an in depth study of the method of inductive Bible study applied to narrative texts. Special attention will be given to using the results of such study for teaching and preaching in ministry contexts.

**BIB 552 - Applied Hermeneutics: Interpretation of Poetry (3)**

This course is an in depth study of the method of inductive Bible study applied to poetic texts. Special attention will be given to using the results of such study for teaching and preaching in ministry contexts.

**BIB 553 - Applied Hermeneutics: Prophecy (3)**

This course is an in depth study of the method of inductive Bible study applied to prophetic texts. Special attention will be given to using the results of such study as the basis for teaching and preaching in ministry contexts.

**BIB 561 - Seminar in Hebrew Exegesis (3)**

In this course, students will develop skills in interpreting Hebrew prose and poetry. (3 credits) Prerequisites: BIB 510 & BIB 511

**BIB 562 - Seminar in Greek Exegesis (3)**

This course is an in depth study of Greek exegesis, focused on developing skills in interpreting New Testament epistles.

Prerequisite: BIB 515 AND BIB 516.

**BIB 563 - The Use of the Old Testament in the New Testament (3)**

This course is an in depth study of the New Testament's use of the Old Testament. Various approaches to explaining the New Testament's use of the Old Testament will be examined. The course will include detailed interaction with a number of specific New Testament citations of the Old Testament.

**BIB 590 - Independent Study (3)**

This independent study course is for those occasions when a student may have an interest in an area of study related to his/her ministry which is not covered by the curriculum. Please contact your advisor for additional information. 3 credits.

**BIB 592 - Biblical Research (3)**

A preparatory course for graduate level writing, this course will provide direction in developing a thesis for a graduate level research project as well as the mechanics of good research methodology and an overview of unique areas of interest in biblical research. 3 credits. Required in the first 9-12 credits.

**BIB 901 - Advanced Biblical Research & Writing (4)**

This course focuses on original research skills necessary for the development of a Ph.D. dissertation. These skills include collecting empirical data, researching topics in foreign languages, sufficiently detailed documentation, and research methods. Students will complete research assignments in the area of dissertation interest.

**BIB 902 - Teaching & Learning: Theory & Practice (4)**

This course is an examination of major theories of learning and their application to teaching methodology and curriculum design. The course provides an understanding of the role of teaching and learning for the purpose of educating a diverse group of students in biblical studies. Additionally, this course prepares students for teaching in a Christian higher education context.

**BIB 903 - OT Backgrounds (4)**

This course will explore languages, literatures, and cultures of the Ancient Near Eastern civilizations related to the Hebrew Bible. Students will be exposed to Aramaic, Akkadian, and Ugaritic. Ancient inscriptions, contracts, and a variety of religious texts will be read to enhance the student's understanding of the OT. The impact of archaeological discoveries on current understanding of the OT will be studied.

**BIB 904 - NT Backgrounds (4)**

This course will explore languages, literatures, and cultures of the Intertestamental and New Testament periods. Intertestamental literature, including the Septuagint, will be read to enhance a student's understanding of the New Testament. A variety of background areas will be studied including, but not limited to: religion, philosophy, language, economics, and politics. The impact of archaeological discoveries on current understanding of the NT will be studied.

**BIB 905 - OT Exegesis (4)**

Students in this course will develop advanced skills in exegeting the Hebrew Bible. Various passages of the OT will be translated, analyzed, and outlined, both exegetically and homiletically. A research paper related to the student's dissertation interest will be developed and critiqued by the cohort.

**BIB 906 - New Testament Exegesis (4)**

This course reinforces the traditional processes of New Testament exegesis and introduces more recent linguistic approaches with an emphasis on discourse analysis. The major systems of discourse analysis will be reviewed and applied to New Testament texts. Throughout the course the student will receive coaching in the development of exegetical skills. Various passages in the NT will be translated, visually mapped, and analyzed.

**BIB 907 - Reading French (0)**

This course will provide the student with a basic ability to read French literature pertinent to biblical studies. The focus will be on reading comprehension. Students will be given a competency exam at the end of the course.

**BIB 908 - Reading German (0)**

This course will provide the student with a basic ability to read German literature pertinent to biblical studies. The focus will be on reading comprehension. Students will be given a competency exam at the end of the course.

#### **BIB 909 - OT Hermeneutics & Theology (4)**

Students in this course will conduct advanced studies in various genres of the Hebrew Bible in order to enhance their ability to interpret Scripture. Genres include, but are not limited to: Hebrew prose, Hebrew poetry, and wisdom literature. Various theological and exegetical approaches will be studied. The writing project of this course will focus on a passage of Hebrew narrative and will integrate the core competencies developed in the program.

#### **BIB 910 - NT Hermeneutics & Theology (4)**

Students in this course will study advanced topics related to the interpretation of the Greek Bible. Topics include, but are not limited to: rhetorical criticism, epistolary literature, parables, Gospels, and apocalyptic. Various aspects of theology will be studied across the genre palette. The writing project of this course will integrate the core competencies developed in the program and will be in the area of dissertation interest. 4 credits.

#### **BIB 911 - Cohort Elective 1 (4)**

With the guidance of the director of the PhD in Biblical Studies program, each cohort will select a subject for in-depth study which matches the needs and interests of the cohort. Possible topics include but are not limited to church history, specific theological studies, Hebrew poetry, and textual criticism. 4 credits.

#### **BIB 912 - Cohort Elective 2 (4)**

With the guidance of the director of the PhD in Biblical Studies program, each cohort will select a second subject for in-depth study. The course will match the needs and interests of the cohort. 4 credits.

#### **BIB 913 - Contemporary Instructional Methods and Design (4)**

This course focuses on the methodology of constructing courses for adult learners in online and blended formats. Students will explore the relationship between technology, research, learning, and teaching and will learn how to teach effectively in online and mediated environments. This course prepares students to apply these methods in a Christian higher education context. 4 credits.

#### **BIB 914 - Qualifying Exam Preparation (0)**

Completion of this course is required prior to taking the qualifying examinations. Written qualifying exams will cover the areas of OT & NT biblical backgrounds, OT & NT exegesis, and OT & NT hermeneutics and theology. Students must complete the qualifying exams successfully before beginning the dissertation series. Course content from the program is studied in a collaborative manner with the goal of comprehensive review.

#### **BIB 915 - Dissertation IA: Reading & Prospectus (4)**

Under the guidance of the faculty mentor, students will choose a dissertation topic and develop a Prospectus which presents the student's research questions and strategy. After developing the prospectus, students will defend it to the dissertation committee. If the Prospectus is approved, the student may proceed to Dissertation IB. Students may not begin research until the Dissertation Committee accepts the Prospectus.

#### **BIB 915C - Dissertation IA: Continuation (0)**

#### **BIB 916 - Dissertation IB: Chapters 1-2 (4)**

After securing topic approval in Dissertation IA, students in Dissertation IB will focus on developing the first two chapters of the dissertation with oversight from the faculty mentor. Once the first two chapters have been approved by the Dissertation Committee, the student may proceed to Dissertation II: Completion. 4 credits.

#### **BIB 916C - Dissertation IB: Continuation (0)**

#### **BIB 917 - Dissertation II: Completion (4)**

In Dissertation II: Completion, the student continues to write the final dissertation chapters with oversight and feedback from the Dissertation Committee. Dissertation II may be taken more than once. Students must be continually enrolled in Dissertation II until their dissertation is complete. 4 credits.

**BIB 918 - Dissertation Defense (4)**

After completion, the Ph.D. student defends the final dissertation in an open hearing. Once the Dissertation Committee has approved the dissertation, the student is recommended for graduation. 4 credits.

**BIB 919C - Dissertation Defense Continuation (0)**

## **BTC - Bible Theology Core**

**BTC 513 - Biblical Hermeneutics (3)**

A prerequisite course that introduces the student to the basics of Bible study and hermeneutics. 3 credits.

**BTC 521 - Biblical Narrative - Old Testament (1)**

This course offers an overview of the Old Testament portion of the biblical narrative, including an examination of themes such as creation, fall, and redemption. The distinctive contribution of each stage of biblical history to that overarching narrative is considered. Special attention will be given to how the biblical narrative provides insight into a Christian understanding of our place in that story. (1 credit) Prerequisites: BTC 513

**BTC 523 - Biblical Narrative - Old Testament (3)**

This course offers an overview of the Old Testament portion of the biblical narrative, including an examination of themes such as creation, fall, and redemption. The distinctive contribution of each stage of biblical history to that overarching narrative is considered. Special attention will be given to how the biblical narrative provides insight into a Christian understanding of our place in that story. 3 credits Prerequisites: BTC 513

**BTC 531 - Biblical Narrative - New Testament (1)**

This course offers an overview of the New Testament portion of the biblical narrative, including an examination of themes such as redemption and consummation. The distinctive contribution of each stage of biblical history to that overarching narrative is considered. Special attention will be given to how the biblical narrative provides insight into a Christian understanding of our place in that story. (3 credit)

**BTC 533 - Biblical Narrative - New Testament (3)**

This course offers an overview of the New Testament portion of the biblical narrative, including an examination of themes such as redemption and consummation. The distinctive contribution of each stage of biblical history to that overarching narrative is considered. Special attention will be given to how the biblical narrative provides insight into a Christian understanding of our place in that story. (3 credits)

**BTC 553 - The Biblical Narrative (3)**

**BTC 561 - Biblical Interpretation (1)**

This course provides a focus on how to read and understand the Bible. Special emphasis is given to contemporary hermeneutical issues. Attention is also given to the use of tools to implement the practice of hermeneutics, focusing on epistolary literature. Several texts are studied that contribute to our understanding of Christian engagement with culture. (1 credit)

**BTC 563 - Biblical Interpretation (3)**

This course provides a focus on how to read and understand the Bible. Special emphasis is given to contemporary hermeneutical issues. Attention is also given to the use of tools to implement the practice of hermeneutics, focusing on epistolary literature. Several texts are studied that contribute to our understanding of Christian engagement with culture. (3 credits)

**BTC 571 - Introduction to Christian Theology (1)**

This course introduces the student to the method and central concepts of Christian theology. Special attention will be given to how the various theological topics help us understand the world (its origin and goal), humanity (the image of God and humanity's fallen state; its individual and corporate nature), redemption (salvation and life together in the church), and eschatology (how the future shapes our present life and perspective). (1 credit)

**BTC 573 - Introduction to Christian Theology (3)**

This course introduces the student to the method and central concepts of Christian theology. Special attention will be given to how the various theological topics help us understand the world (its origin and goal), humanity (the image of God and humanity's fallen state; its individual and corporate nature), redemption (salvation and life together in the church), and eschatology (how the future shapes our present life and perspective). (3 credits)

**BTC 583 - Christianity in the Contemporary World (3)**

This course helps students develop an integrated Christian worldview, an understanding of Christian vocation, and an understanding of how Christianity should engage contemporary culture. Through this course, the student will see the truth and beauty of the Christian worldview and how this worldview informs all of life.

## **CFM - Children & Family Ministry**

**CFM 501 - Foundations of Children and Family Ministry (3)**

The biblical, historical and philosophical principles of Children's Ministry are examined and applied. Attention is given to the development of a ministry philosophy and vision that will strengthen Children and Family Ministry in the local church. Models of ministry will be examined, developmental and age-characteristics appraised, and the teacher/learner process explored. This course is designed to investigate the merits of ministering to children in the context of the family. 3 Credits.

**CFM 502 - Spiritual Formation of Children and Families (3)**

Serving as an introduction to the pastoral care needs of children and families, this course explores the stages of childhood development and their impact on counseling children and families. A cursory examination of topics will be explored such as the special needs of children, qualities of healthy families, ministry to divorced and blended families, counseling abused children and caring for children and families encountering grief. This course is designed to teach skills that will enable ministry leaders to address the concerns that a parent or teacher may have about a child's emotional, spiritual or psychological well-being. Life situations will be addressed in the class. 3 Credits.

**CFM 503 - Missional Families in a Global World (3)**

Targeting the role of the Children's Ministry leader, this course examines strategies for effective management and leadership of Children and Family Ministry. Attention will be given to the personal qualities and skill areas germane to effective leadership. Principles of team building and equipping will be taught and demonstrated. Students will participate in case studies focused at problem-solving and team building. Each student is expected to participate in a hands-on ministry experience. 3 Credits.

**CFM 504 - Global Children's Ministry (3)**

This course is designed to study the aspects of spiritual formation in the lives of children in the familial context. The cognitive, social, emotional, and physical characteristics of children, birth to age twelve, are considered in detail. The principles of evangelism and discipleship on the life of a child will be studied in conjunction with developmental stages. Students will examine children's spirituality through library research, exploratory observation, and interviewing of children, teachers, and/or parents in church, parachurch, and/or home contexts. 3 Credits.

**CFM 506 - Global Children and Family Ministry (3)**

This course is designed to provide a basic understanding of and framework for global ministry to children and families. Students will prepare to effectively advocate for children as they explore a variety of issues placing children and families at risk in our world today. This course will also explore biblical and practical issues raised in the evangelism and discipleship of non-Christian children. The emphasis throughout will be on developing a holistic ministry to children that connects the church to community.

**CFM 507 - Foundations of Children and Family Ministry (3)**

**CFM 508 - Spiritual Formation of Children and Families (3)**

**CFM 509 - Missional Families in a Global World (3)**

**CFM 590 - Independent Study (3)**

This independent study course is for those rare exceptions when a student may have an interest in an area of study related to his/her ministry that is not covered by the curriculum. This independent study course is for those occasions when a student may have an interest in an area of study related to his/her ministry that is not covered by the curriculum. Please contact your advisor or the Graduate School Office for additional information. 3 credits.

## **CFR - Formational Leadership**

**CFR 501 - Eugene Residency (0)**

**CFR 502 - International Experience (0)**

**CFR 503 - Hawaii Experience (0)**

## **CHC - Christian Care**

**CHC 505 - Foundations for Christian Care (3)**

Biblical Christian Care Worldview/Philosophy Development; Church's Historic and Present Role; Theology and Behavioral Science; Understanding and Appropriately Caring for Individuals with Special Needs and Treatment Issues.

**CHC 510 - Christian Care of Individuals (3)**

Understanding, Diagnosing and Caring for Individuals

**CHC 511 - Christian Care of Individuals Lab (3)**

Techniques, Practices and Methodology in Caring for Individuals.

**CHC 515 - Christian Care of Families (3)**

Understanding, Diagnosing and Caring for Couples and Families.

**CHC 516 - Christian Care of Families Lab (3)**

Techniques and Practices in Caring for Couples and Families.

**CHC 520 - Christian Care and Group Process (3)**

Understanding Group Leadership, Dynamics, Process and Facilitation.

Prerequisite: ( CHC511 AND CHC516 ).

**CHC 525 - Training Christian Care Givers (3)**

Vision, Design, Promotion and Ethics in the Training of Caregivers to Serve the Church/Para Church While Networking with Community Professionals and Resources.

**CHC 590 - Christian Care of Individuals and Families Practicum (3)**

Field Apprenticeship in Providing Christian Care and Discipleship to Individuals and Families.

**CHC 595 - Training Christian Care Givers Practicum (3)**

Field Apprenticeship in Training and Overseeing Christian Caregivers.

## **CPL - Church Planting**

**CPL 501 - Theology, History & Models of Church Planting Movements (3)**

Church Planting is deeply rooted in the New Testament narrative. Beginning with Antioch, Paul's successive missionary journeys are traced in search of timeless insights for today's church planters. A post canonical overview of history brings one up to the state of church planting in the 21st century with its myriad of models. 3 credits.

**CPL 502 - Exegeting Culture for Church Planting (3)**

Every church planter must replicate what missionaries have known for decades - contextualization is critical if a church is to survive and thrive. Each target culture has a unique demographic blend. Those distinctive features must be discovered, examined and understood if one intends to communicate truth in a relevant manner. This course is highly interactive with veteran church planters helping next generation planters to answer fundamental contextual church planting questions. 3 credits.

**CPL 503 - Church Planting Internship I (3)**

The first church planting internship will help the leader develop relational intelligence. Accountability to an academic advisor and an onsite pastoral coach are fundamental. Theory and reality are wed as a philosophy of ministry is honed and articulated as a core team is recruited. The relationship between a sponsoring church, their network of church planters and a new visionary team is crucial. 3 credits.

**CPL 504 - Church Planting I (3)**

This course begins to orient a church planter to prioritize their mindset toward building the Kingdom of God by first becoming a fully devoted and developed disciple of Jesus. As a foundation of biblical principles are laid, a blueprint for building the infrastructure of a new church will emerge as the systems necessary to sustain growth are identified. 3 credits.

**CPL 505 - Church Planting II (3)**

This course emphasizes how disciples of Jesus engage the domains of society with a kingdom mindset. A strategic plan is developed and initiated to nurture and equip new believers to grow the faith community into a church multiplication center for the global glory of God. 3 credits.

**CPL 506 - Church Planting Internship II (3)**

The second church planting internship will guide the team leader through the processes of laying systemic foundations. Accountability to an academic advisor and an onsite pastoral coach will continue. Theory and reality will be articulated as systems are developed to accommodate the planting team's mission, vision and values. 3 credits.

## **CPS - Professional Counseling**

### **CPS 500 - Candidacy Course (0)**

### **CPS 586 - Advanced Applied Research Practicum (3)**

This course provides an opportunity for a student to apply and hone previously acquired research and statistical skills toward data collection, calculation, and scientific writing with the goal of publication.

### **CPS 501 - Orientation to Professional Counseling Identity, Function & Ethics (3)**

Orientation to the field of professional counseling requires a thorough understanding of professional identity and current professional issues related to counselor functioning in a variety of settings. This course introduces students to concepts regarding the professional functioning of licensed professional counselors including history, roles, professional organizations, standards, and credentialing. Current issues in the practice of counseling in a variety of professional settings and current labor market information relevant to opportunities for practice are explored. Students will be introduced to the core requirements, multicultural competencies, and spiritual/religious competencies necessary to becoming a counselor. Students are also introduced to program policies, graduate level writing and APA style.

### **CPS 502 - Research Statistics for the Social Sciences (3)**

This course is offered to prepare students for the Research Design and Methods and the Research Thesis Course. It develops the practice, concepts and principles of statistics and design (both quantitative and qualitative) for their practical use in human research. The course will teach principles for research statistics and pose laboratory assignments for the calculation and practical application of statistics. 3 credits.

### **CPS 503 - Research Design and Methods (3)**

Instruction and class activities focused on drafting a thesis proposal, a hypothetical research report, or a literature review for a formal assessment, action research evaluation while developing proficiency in such research skills as identifying and focusing on a research problem. The course will enable the student to access and interpret scholarly literature to design quantitative or qualitative research methods, including action research, and to identify research instructions for a program-specific project in individual, group, marriage and family, and school counseling. 3 credits. Prerequisite: CNS 502 or its equivalent.

Prerequisite: ( CN502GN OR CPS502 ).

### **CPS 505 - Research and Program Evaluation (3)**

This course provides an introduction to research and methodology in the field of counseling. Emphasis is placed on gaining the knowledge necessary to evaluate the conclusions of published research. Students will be introduced to a variety of counseling research strategies in order to assist the evaluating and incorporating relevant findings in counseling practice. To that end, basic knowledge of research methodology, research design, sampling, measurement, statistics, and ethical issues for conducting research will be addressed. 3 credits.

Prerequisite: ( CPS501 OR CPS508 OR CPS530 OR CPS500 OR CPS541 OR CPS501GN OR CPS501N OR CPS501NN OR CPS508N OR CPS530N OR CPS541N ).

### **CPS 508 - Counseling Skills in Helping Relationships (3)**

This course provides foundational skill education and training for helping relationships. The focus of the course is to engage students to develop and practice of basic counseling skills through demonstration, discussion, participation in skills practice, video captured role plays and individual and peer supervision. Attention will be given to relationship and rapport building, case conceptualization and goal and objective setting, setting session agenda and session planning. Analysis of counselor's skills and abilities in relationship building will be assessed. 3 credits.

### **CPS 510 - Human Growth and Development across the Lifespan (3)**

This course provides an overview of contemporary theoretical perspectives regarding the nature of developmental needs and tasks from infancy through late adulthood, the influences of development on mental health and dysfunction and the promotion of healthy development across human life span. The special tasks, challenges, and concerns for age-stage related issues will be evaluated and discussed while emphasizing the physical, mental, emotional, intellectual and spiritual growth of the individual. 3 credits

### **CPS 514 - Psychopharmacology (3)**

This course will consider the manner in which the human body intakes, absorbs, and excretes substances known as street drugs, prescription medications, and common dietary substances which impact the psychological balance of the individual. We will also engage in scholarly inquiry pursuant toward proficiency in understanding psychotropic treatment of various psychological disorders. 3 credits.

Prerequisite: ( CPS500 OR CPS501 OR CPS501GN OR CPS501N OR CPS501NN OR CPS505 OR CPS505N OR CPS508 OR CPS508N OR CPS510 OR CPS510GNN OR CPS510GN OR CPS510N OR CPS515 OR CPS515GN OR CPS515N OR CPS525 OR CPS525N OR CPS530 OR CPS530N OR CPS531 OR CPS531GNN OR CPS531GN OR CPS541 OR CPS541N ).

### **CPS 515 - Counseling Theory and Techniques (3)**

This course provides an overview of the leading systems of psychotherapy and their application to the treatment of mental and emotional disorders. Depressive and Anxiety disorders are used as models for case conceptualization and the development of treatment strategies with specific attention to Person-Centered and Cognitive Therapy models. The role of spirituality and religion in treatment is discussed. An appraisal from an evangelical Biblical perspective prepares students to navigate unique treatment issues critical to work with conservative Christian clients. 3 credits.

Prerequisite: ( CPS501 OR CPS501GN OR CPS501N OR CPS501NN OR CPS508 OR CPS508N OR CPS530 OR CPS530N OR CPS541 OR CPS541N ).

### **CPS 517 - Biopsychology (3)**

This course is an introduction to basic concepts related to the biological bases of behavior. Beginning with an elementary geography of the central nervous system, students will gain an understanding of how brain structure relates to brain function and to behavior. Topics covered include brain structure, neuronal communication, drugs and hormonal influences on the brain, visual sensation and perception, sleep and waking states, sexual behavior, brain lateralization, language, and psychological disorders. 3 credits.

Prerequisite: ( CPS500 OR CPS501 OR CPS501GN OR CPS501N OR CPS501NN OR CPS505 OR CPS505N OR CPS508 OR CPS508N OR CPS510 OR CPS510GNN OR CPS510GN OR CPS510N OR CPS515 OR CPS515GN OR CPS515N OR CPS525 OR CPS525N OR CPS530 OR CPS530N OR CPS531 OR CPS531GNN OR CPS531GN OR CPS541 OR CPS541N ).

### **CPS 520 - Applied Counseling & Psychological Methodologies (3)**

This course will introduce the student to a variety of traditional counseling methodologies along with our appraisal from an evangelical Biblical perspective. Students will also have opportunities to develop breadth of concrete and functional skills to facilitate helping of the "whole" person. Consideration will also be given to contemporary issues facing the practitioner. Prerequisite: First semester practicum should be completed before registering for skills courses.

Prerequisite: ( CPS501G AND CPS508 AND CPS530 AND CPS541 AND CPS500 ).

**CPS 525 - Assessment Techniques in Counseling I (3)**

Assessment Techniques I is a course designed to introduce students to various instruments designed to measure psychological functioning. To that end, the student will be familiarized with several measures that are frequently administered to children, adolescents, and adults. It is hoped, however, that throughout the semester, students will develop greater competency with instruments that are germane to their population of interest as well as those that fit current and future ministry opportunities while maintaining a well-rounded appreciation of the role of assessment in the course of helping clients. 3 credits.

Prerequisite: ( CPS500 OR CPS501 OR CPS501GN OR CPS501N OR CPS501NN OR CPS508N OR CPS508 OR CPS530 OR CPS530N OR CPS541 OR CPS541N ).

**CPS 530 - Professional Ethics and Legal Issues in Counseling (3)**

This course is designed to provide an overview of the ethical and legal practices in the field of counseling, with a specific focus upon the professional issues of practice including practice specializations. The Codes of Ethics of national and professional counseling organizations will be reviewed. An overview of the state/local statutes that govern the practice of counseling will also be provided. A study of ethical principles as they apply to situations of counseling will be conducted by means of investigating the standards and their dimensions of application through case study. Students will be expected to grow in their level of judgment for decision-making in the context of ethical dilemmas and challenges. 3 credits.

**CPS 531 - Psychopathology & Counseling (3)**

An understanding of assessment categories based on abnormal psychology classifications is crucial in helping the Mental Health Provider adequately diagnose and deliver appropriate treatment options for those who seek our help. This course will survey these categories while also considering theological perspectives on abnormality. The use of case studies will provide a practical application of how assessment is utilized in the counseling room. 3 credits.

Prerequisite: ( CPS500 OR CPS501 OR CPS501GN OR CPS501N OR CPS501NN OR CPS508 OR CPS508N OR CPS530 OR CPS530N OR CPS541 OR CPS541N ).

**CPS 540 - Marriage Counseling & Psychotherapy (3)**

This course is designed to explore the major models of couple therapy as well as biblical concepts foundational to marriage and relationship. The class will also consider materials on major ruptures of the relational bond. Through readings, lectures, video tapes and classroom participation, theoretical perspectives and therapeutic techniques will be presented. Students are encouraged to become familiar with journals that focus on marriage and marital therapy as well as relationship enhancement. 3 credits.

Prerequisite: ( CPS500 OR CPS501 OR CPS501GN OR CPS501N OR CPS501NN OR CPS505 OR CPS505N OR CPS508 OR CPS508N OR CPS510 OR CPS510GNN OR CPS510GN OR CPS510N OR CPS515 OR CPS515GN OR CPS515N OR CPS525 OR CPS525N OR CPS530 OR CPS530N OR CPS531 OR CPS531GNN OR CPS531GN OR CPS541 OR CPS541N ).

**CPS 541 - Group Counseling Leadership Skills (3)**

This is a clinical course designed to give students didactic and experiential introduction to theory, practice, and treatment in group counseling. The course will cover the theoretical foundations of group counselling and group work, contemporary theories, and group counseling leadership skills including group selection, group formation, group interventions, and group evaluation. 3 credits.

**CPS 545 - Counseling the Older Adult (3)**

The course is designed to introduce students to critical issues in the aging process as well as related functional challenges experienced by older adults and their families. As such, the class reviews deficits and strengths associated with aging among older adults with the hopes of equipping students to acquire skills to enhance the overall wellbeing of the older adult client. The course spans a range of topics, such as theories of aging, misconceptions about aging and older adults, counseling skills and techniques for working with the older adult, and resource procurement for the aged. A review of gerontology is provided in order to enhance the student's appreciation of the multiple factors that helped shape the field of older adult therapy today. In keeping with LBC's vision statement and the overall mission of our college, considerable effort will be dedicated toward enhancing students' sensitivity to the needs of this population in order to optimize ministry opportunities with the elderly client. This course will emphasize practice models, counseling skills, and intervention techniques that will equip the counseling student for effective ministry.

Prerequisite: ( CPS501N OR CPS505N OR CPS508N OR CPS510GNN OR CPS520N OR CPS525N OR CPS530N OR CPS531GNN OR CPS541N OR CPS500 OR CPS501 OR CPS501GN OR CPS501NN OR CPS505 OR CPS508 OR CPS510 OR CPS510GN OR CPS510N OR CPS515 OR CPS515GN OR CPS515N OR CPS525 OR CPS530 OR CPS531 OR CPS531GN OR CPS541 ).

### **CPS 546 - Theories of Personality (3)**

This course is a study of theory and research on personality and its development. Major secular perspectives will be evaluated through comparison and contrast to a Biblical perspective. An overview of abnormal psychology and clinical applications will be studied in their relationship to personality development.

Prerequisite: ( CPS501N OR CPS508N OR CPS530N OR CPS541N OR CPS505N OR CPS520N OR CPS510GNN OR CPS525N OR CPS531GNN OR CPS500 OR CPS501 OR CPS501GN OR CPS501NN OR CPS508 OR CPS530 OR CPS541 OR CPS505 OR CPS515 OR CPS515GN OR CPS515N OR CPS510 OR CPS510GN OR CPS510N OR CPS525 OR CPS531 OR CPS531GN ).

### **CPS 550 - Family Counseling & Psychotherapy (3)**

This graduate level course will acquaint students with the history, theories and techniques of family counseling. Students will be introduced to systems theory, brief therapy and various other approaches to family counseling. Students will be challenged to develop an integrated approach to family counseling. 3 credits.

Prerequisite: ( CPS500 OR CPS501 OR CPS501GN OR CPS501N OR CPS501NN OR CPS505 OR CPS505N OR CPS508 OR CPS508N OR CPS510 OR CPS510GNN OR CPS510GN OR CPS510N OR CPS515 OR CPS515GN OR CPS515N OR CPS525 OR CPS525N OR CPS530 OR CPS530N OR CPS531 OR CPS531GNN OR CPS531GN OR CPS541 OR CPS541N ).

### **CPS 551 - Assessment Techniques in Counseling II (3)**

This class is intended to provide students with further grounding in psychological assessment. Building upon principles discussed in CN 525, students in this course will be exposed to the concept of a comprehensive battery of measures. To that end, fewer instruments will be reviewed; however, a considerable portion of the class will be devoted to honing clinical skills in administration, interpretation, and integration, which will be expressed through report-writing. Ultimately, this class will help students with diagnostic formulations and assist with creating and implementing appropriate recommendations for the various populations that they serve. 3 credits

Prerequisite: ( CPS500 OR CPS501 OR CPS501GN OR CPS501N OR CPS501NN OR CPS505 OR CPS505N OR CPS508 OR CPS508N OR CPS510 OR CPS510GNN OR CPS510GN OR CPS510N OR CPS515 OR CPS515GN OR CPS515N OR CPS525 OR CPS525N OR CPS530 OR CPS530N OR CPS531 OR CPS531GNN OR CPS531GN OR CPS541 OR CPS541N ).

### **CPS 552 - Marriage and Family Issues (3)**

This course is designed to explore marriage family issues from both a Biblical perspective and an ever evolving cultural and societal perspective. Concepts that challenge the very integrity and foundation of marriage and family such as the redefinition of marriage, same-sex partnerships, divorce, single parenting, etc. will be of primary focus. The student's learning experience will involve readings, lectures, media, case materials, and classroom participation. Students will become familiar with journals that focus on marital and family issues as well as biblical responsiveness and therapeutic insight. 3 credits.

Prerequisite: ( CPS500 OR CPS501 OR CPS501GN OR CPS501N OR CPS501NN OR CPS505 OR CPS505N OR CPS508 OR CPS508N OR CPS510 OR CPS510GNN OR CPS510GN OR CPS510N OR CPS515 OR CPS515GN OR CPS515N OR CPS525 OR CPS525N OR CPS530 OR CPS530N OR CPS531 OR CPS531GNN OR CPS531GN OR CPS541 OR CPS541N ).

### **CPS 553 - Counseling & Psychotherapy for the Individual (3)**

This course will be taken near the end of the student's program to help the student become more proficient with integrating theory into practice. Concepts from theories and methods courses taken earlier in the program along with experiences from the practical setting will be utilized to give the student greater confidence when counseling the individual with serious mental health difficulties. Each student will be reviewed regarding how well the student has applied the scope of training to the field setting by producing recorded and transcribed verbatim accounts of their counseling experience. 3 credits.

Prerequisite: ( CPS500 OR CPS501 OR CPS501GN OR CPS501N OR CPS501NN OR CPS505 OR CPS505N OR CPS508 OR CPS508N OR CPS510 OR CPS510GNN OR CPS510GN OR CPS510N OR CPS515 OR CPS515GN OR CPS515N OR CPS525 OR CPS525N OR CPS530 OR CPS530N OR CPS531 OR CPS531GNN OR CPS531GN OR CPS541 OR CPS541N ).

### **CPS 570 - Advanced Theoretical Analysis (3)**

This course will challenge students to solidify their own Biblical understanding of subject matters that relate to human behavior and the field of counseling. It will help them to develop their own "filters," based on a solid Biblical and doctrinal knowledge, whereby to study critically secular and Christian theories of personality, counseling, and psychotherapy. The initial sessions will focus on laying the foundation by which the students can effectively critique different schools of thought. Specific popular ideas and strategies of counseling will also be explored, including the use of secular self-help materials. 3 credits. Prerequisite: CNS 520.

Prerequisite: ( CN520GN OR CNS520GN ).

### **CPS 572 - Counseling Addictions (3)**

This course is designed to assist the student with an understanding of addiction, the effects of addiction on the family; as well as the process of counseling these individuals toward recovery. The focus will be on alcoholism, but also pertain to all substance abuse and related addictions however we will also cover non-substance addictions. The course will be beneficial to those who minister to addicts at any level, but especially those who desire a more thorough understanding of counseling the addict and their family. This course will attempt to integrate psychological findings on addiction, governing biblical principals, along with professional and practical ministry experience of the professor. 3 credits.

### **CPS 573 - Advanced Addictions Treatment Methods (3)**

This course is designed to build upon knowledge gained in the introductory addictions course and to prepare students for clinical addictions practice and successful completion of the Examination for Master Addictions Counselors (EMAC). Students will gain a deeper understanding of how both substance and process addictions impact families and learn professional therapeutic service delivery with this population. In addition to learning how to professionally counsel family members affected by addiction, students will be trained to navigate a process of reconciliation for spouses and families. This course is specifically for students pursuing professional addictions counseling. 3 credits.

Prerequisite: ( CPS501N OR CPS505N OR CPS508N OR CPS510GNN OR CPS520N OR CPS525N OR CPS530N OR CPS531GNN OR CPS541N OR CPS500 OR CPS501 OR CPS501GN OR CPS501NN OR CPS505 OR CPS508 OR CPS510 OR CPS510GN OR CPS510N OR CPS515 OR CPS515GN OR CPS515N OR CPS525 OR CPS530 OR CPS531 OR CPS541 OR CPS572 OR CPS572N ).

**CPS 575 - Counseling Children and Adolescents (3)**

This course provides specialized knowledge and skills training in counseling children and adolescents. Students will learn to assess behavior and incorporate developmentally and culturally appropriate strategies and techniques to meet the needs of counseling children and adolescents both within the school and agency setting. Students will examine and apply various research-based theoretical, behavioral, and play therapy techniques for counseling children and adolescents. 3 credits

Prerequisite: ( CPS500 OR CPS501 OR CPS501GN OR CPS501N OR CPS501NN OR CPS508 OR CPS508N OR CPS530 OR CPS530N OR CPS541 OR CPS541N ).

**CPS 577 - Human Sexuality (3)**

This course will explore various issues related to human sexual development throughout one's lifespan. We will also concern ourselves with the more current and controversial issues regarding sexuality and gender of our day. We will seek to understand them from a biblical perspective, and consider ways in which the professional counselor can assist counselees who have developed divergent sexual practices. 3 credits

Prerequisite: ( CPS500 OR CPS501 OR CPS501GN OR CPS501N OR CPS501NN OR CPS508 OR CPS508N OR CPS530 OR CPS530N OR CPS541 OR CPS541N ).

**CPS 580 - Equine-Assisted Therapy (3)**

The equine assisted therapy course is designed to introduce students to the fundamentals of counseling using horses. This experiential and interactive course will be held off-site at an equine assisted therapy facility. The course will address the history, development, and current views of this unique and growing field, as well as the diverse therapeutic applications of equine assisted therapy as Christian counselors. Students will receive hands-on opportunities to learn and explore individual and group equine assisted therapy methods, in addition to assigned reading, research, and presentations.

**CPS 581 - Evaluation Writing in Counseling & Psychology (3)**

This course will equip students with report writing skills. The students will recognize the elements, procedures, and purpose for report writing, which will be utilized educationally, forensically, and professionally. 3 credits. Prerequisite: CPS 525.

Prerequisite: ( CNS525GN OR CN525GN ).

**CPS 583 - Multicultural Foundations of Counseling (3)**

This social and cultural diversity course is focused on preparing students to practice competent multicultural counseling. Issues such as race, ethnicity, gender, age, spirituality and religion, psycho-sexual orientation, mental and physical characteristics, and social and cultural norms are examined as they relate to the overarching context of relationships and human development. The influence of culture, subculture, and socioeconomic status on the counseling relationship is explored. Theories of multicultural counseling, identity development, pluralistic trends, and systems-oriented intervention strategies (couple, family, group, and community) are considered. Counselor cultural selfawareness and the role of counseling in eliminating biases, prejudice, oppression, and discrimination are emphasized. 3 credits.

Prerequisite: ( CPS501 OR CPS501GN OR CPS501N OR CPS501NN OR CPS508 OR CPS508N OR CPS530 OR CPS530N OR CPS541 OR CPS541N ).

**CPS 586 - Advanced Applied Research Practicum (3)**

This course provides an opportunity for a student to apply and hone previously acquired research and statistical skills toward data collection, calculation, and scientific writing with the goal of publication. (1-3 credits)

Prerequisite: ( CPS505 OR CPS505N OR PCN335 OR SWK335 ).

**CPS 588 - Career and Lifestyle Development (3)**

This course is designed to provide students with a comprehensive introduction to the theoretical and practical aspects of vocational counseling and career development, including interaction with how biblical teaching relates to these areas of counseling. The underlying goal of this course is to equip students to help their clients discern their calling, and utilize their talents and resources in the process of reaching their vocational goals. Major theories of vocational counseling and career development will be presented with a discussion of the treatment implications for counseling interventions. Students will have an opportunity to learn about vocational and career development counseling via discussion of case studies. At the conclusion of the course, students will have the ability to integrate vocational and career development counseling into their repertoire of resources as helping professionals. Students will also be exposed to principles of effective financial counseling to assist counselees to interact with financial issues in their career search and development process. 3 Credits.

**CPS 590 - Independent Study (3)**

This independent study course is for those rare exceptions when a student may have an interest in an area of study related to his/her ministry that is not covered by the curriculum. Please contact your advisor or the Graduate School Office for additional information. 3 credits.

**CPS 601 - Professional CNS Practicum (3)**

This supplemented course applies the principles and methods taught in the classroom to specific counseling situations and problems. It involves the student in case studies, observation of counseling sessions, limited counseling experiences, and a literature search. 3 credits.  
Prerequisites: Minimum GPA of 3.0 with a minimum of 18 credits, candidacy approval.

Prerequisite: ( CPS501N OR CPS508N OR CPS530N OR CPS541N OR CPS500 OR CPS501 OR CPS501GN OR CPS501NN OR CPS508 OR CPS530 OR CPS541 OR CPS505 OR CPS505N OR CPS515 OR CPS515GN OR CPS515N OR CPS510 OR CPS510GN OR CPS510GNN OR CPS510N OR CPS525 OR CPS525N OR CPS531 OR CPS531GN OR CPS531GNN ).

**CPS 601C - Professional CNS Practicum Continuation (0)**

Prerequisite: ( CPS601 ).

**CPS 602 - Professional CNS Internship (3)**

This supplemented course applies the principles and methods taught in the classroom to specific counseling situations and problems. It involves the student in case studies, observation of counseling sessions, actual counseling experience and literature research and application. 3 credits.

Prerequisite: ( CPS500 OR CPS501 OR CPS501GN OR CPS501N OR CPS501NN OR CPS508 OR CPS508N OR CPS510 OR CPS510GN OR CPS510GNN OR CPS510N OR CPS515 OR CPS515GN OR CPS515N OR CPS525 OR CPS525N OR CPS530 OR CPS530N OR CPS531 OR CPS531GN OR CPS531GNN OR CPS541 OR CPS541N OR CPS601 ).

**CPS 602C - Professional CNS Internship Continuation (0)**

Prerequisite: ( CPS602N OR CPS602 ).

**CPS 603 - Counseling Internship II (3)**

This supplemented course applies the principles and methods taught in the classroom to specific counseling situations and problems. It involves the student in case studies, observation of counseling sessions, actual counseling experience and literature research and application. 3 credits.

Prerequisite: ( CPS500 OR CPS501 OR CPS501GN OR CPS501N OR CPS501NN OR CPS508 OR CPS508N OR CPS530 OR CPS530N OR CPS541 OR CPS541N OR CPS505 OR CPS505N OR CPS515 OR CPS515GN OR CPS515N OR CPS510 OR CPS510GN OR CPS510GNN OR CPS510N OR CPS525 OR CPS525N OR CPS531 OR CPS531GN OR CPS531GNN OR CPS601 OR CPS602 OR CPS602N ).

### **CPS 603C - Counseling Internship II Continuation (0)**

### **CPS 698 - Oral Comprehensive Examination (3)**

The Oral Comprehensive Examination is a Capstone Project designed to afford graduating students the opportunity to present a sample of their academic and clinical skills before faculty and interested peers. To that end, students will want to approach this project with considerable deliberation and care. Similarly, the level of preparation that goes into such an endeavor parallels the effort that is invested in the research thesis. 3 credits. Prerequisites: MFC/MHC/PSC 601, CNS 503, and CNS 581.

Prerequisite: ( MF601G OR MH601G OR SG601G OR MFC601 OR MHC601 OR PSC601 ) And ( CN503GN OR CN581GN OR CPS503 OR CNS581GN ).

### **CPS 698C - Oral Comprehensive Exam Continuation (0)**

After students have registered for CNS 698, they must register each semester (not including summer and winter sessions) for CNS 698C. The student service fee will be assessed. 0 credits.

### **CPS 699 - Research Thesis (3)**

This course of independent study will take place near the end of the student's program after the student has been accepted as a degree candidate. The student will be assigned an advisor who will discuss with the student the submission of a thesis paper which the student will produce by means of either qualitative or quantitative analysis of data. 3 credits. Prerequisites: MFC/MHC/PCS 601, and CNS 503.

Prerequisite: ( MF601G OR MH601G OR SG601G OR MFC601 OR MHC601 OR PSC601 ) And ( CN503GN OR CPS503 ).

### **CPS 860 - Advanced Applied Research Practicum (3)**

This course provides an opportunity for a student to apply and hone previously acquired research and statistical skills toward data collection, calculation, and scientific writing with the goal of publication. (1-3 credits)

Prerequisite: ( CPS505 OR CPS505N OR PCN335 OR SWK335 ).

## **CRT - Consulting Resource Teacher**

### **CRT 511 - Advanced Learning Theory & Instructional Design (3)**

This course is designed to provide a theoretical and practical framework for creating effective instruction. The biblical worldview is the foundation for the analysis of each theory and the components of the instructional plans. Students will develop a rationale for instructional plans with appropriate objectives, resources, procedures, and assessments. 3 credits.

### **CRT 513 - Assessment Measures for Special Students (3)**

An overview of the diagnostic instruments used for identifying suspected disabilities is offered in this course. It includes a description of what tests are used to measure intelligence, perception, language, achievement, behavior, and social maturity. 3 credits.

**CRT 515 - Development of Children & Adolescents (3)**

The unique developmental patterns for children and youth are presented in this course. Students will review theories of development and the practical applications for the education process implied by these theories. 3 credits.

**CRT 517 - Organizational Leadership & School Change (3)**

**CRT 529 - Collaborative Team Approach (3)**

**CRT 540 - Selected Topics in Inclusion Education (3)**

Available faculty addressing current issues and research areas selects specific topics. 3 credits.

**CRT 546 - Consultation & Administration for Inclusion Programs (3)**

Current practices are reviewed for effectiveness in the unique field of inclusion education. Discussions include the role of the consulting resource teacher, organization, budgetary implications, facility selection and design, record keeping, and management of an inclusion program. 3 credits.

**CRT 548 - Instructional Strategies for the Disabled Reader and Writer (3)**

This course offers direction for the teacher of content areas where disabled students require assistance to maintain a level of success and proficiency. Specific strategies, techniques, and programs are reviewed for the disabled students in the inclusion classroom. 3 credits. Prerequisite: CRT 511 or permission of the professor.

Prerequisite: ( CR511GN OR CRT511 ).

**CRT 549 - Seminar in Learning Disabilities & Other Neurological Impairments (3)**

This course includes an advanced study of the research on neurological impairments as seen in the brain, the mind, types of cognitive functioning, and mental processes. Various theories are examined for validity and applicability for instructional strategies. 3 credits.

**CRT 598 - Seminar and Project in Action Research I (3)**

Students design an independent action research project following a seminar directing the development of the hypothesis and the means for testing and evaluation its results. The direction of the action research will be focused on the inclusion classroom and the strategies for its success. 3 credits. Prerequisite: 24 credits earned.

**CRT 599 - Action Research II (3)**

## **EDU - Education**

**EDU 519 - Foundations & Framework for Learning (3)**

This course is designed to provide a theoretical and practical framework for creating effective instruction. The biblical worldview is the foundation for the analysis of each learning theory and the components of the instructional plans. It will include a study of human learning with a procedure for planning, delivering, and evaluating instruction. Students will develop a rationale for instructional plans with appropriate outcomes, resources, procedures, and assessments. (3 credits)

**EDU 526 - Diagnostic Reading Assessment (3)**

A review of the instruments for the accurate assessment and preparation of intervention for the literacy needs of students in the classroom is included in this course. Emphasis is placed on the selection and application of the appropriate tools, programs, materials, strategies, and techniques available for classroom use. Consideration is given to students with special needs. (3 credits)

**EDU 529 - Collaborative Team Approach (3)**

This course will examine each of these roles played by educators, other professionals, and parents involved in the educational process for students with specific needs in the classroom. Emphasis will be placed on the skills to facilitate effective communication and collaboration among team members. (3 credits)

### **EDU 550 - Socio-Cultural Perspectives on Education (3)**

A socio-cultural perspective provides the lens through which students will look at education. A review of historical events and people will illuminate the state of schooling today. Various theories will aid in understanding the ramifications that education holds for the students, families, and all of society. (3 credits)

### **EDU 560 - Teacher's Life and Work (3)**

This course will take a more theoretical and philosophical look at who teachers are and what teachers do. Personal reflection and development of action plans will allow the student to personalize the content to his/her experiences and goals. Students will examine teaching, learning and education through the lens of a biblical worldview. Students will develop confidence in who they are called to be as teachers. (3 credits)

### **EDU 570 - Apprenticeship I (3)**

This culminating apprenticeship is the field placement component for the student. Sometimes called student teaching or practice teaching, this experience will take place over two semesters. A college assigned supervisor will provide frequent observations and check-ins with the student. Additionally, the student will participate in a seminar that meets on a regular basis for the purpose of professional development. The student must complete both Apprenticeship I and II at LBC over the course of an academic year. (3 credits)

Prerequisite: ( SPE505 ).

### **EDU 580 - Apprenticeship II (6)**

This culminating apprenticeship is the field placement component for the student. Sometimes called student teaching or practice teaching, this experience will take place over two semesters. A college assigned supervisor will provide frequent observations and check-ins with the student. Additionally, the student will participate in a seminar that meets on a regular basis for the purpose of professional development. The student must complete both Apprenticeship I and II at LBC over the course of an academic year. (For BS/MEd students: EDU 580 6 credits/ For MEd students: EDU 585 3 credits)

Prerequisite: ( EDU570 AND SPE505 ).

### **EDU 585 - Apprenticeship II (3)**

This culminating apprenticeship is the field placement component for the student. Sometimes called student teaching or practice teaching, this experience will take place over two semesters. A college assigned supervisor will provide frequent observations and check-ins with the student. Additionally, the student will participate in a seminar that meets on a regular basis for the purpose of professional development. The student must complete both Apprenticeship I and II at LBC over the course of an academic year. (For BS/MEd students: EDU 580 6 credits/ For MEd students: EDU 585 3 credits)

Prerequisite: ( EDU570 AND SPE505 ).

### **EDU 598 - Seminar in Action Research (3)**

This seminar course introduces students to the field of educational research, particularly action research. Best practices in research will be discussed as well as the ethical responsibilities. Students in the seminar course will design their action research project. (3 credits)

### **EDU 599 - Project in Action Research (3)**

This seminar course entails the implementation of the action research project in coordination with their field placement supervisor. Students will then present their findings and complete an action research report for supervisor and peer review. (3 credits)

Prerequisite: ( EDU598 ).

## **ESL - Education**

### **ESL 500 - Culture and Communication (3)**

Cultural bias and culture identity are among the topics to be explored in this course. Students will review the strategies for developing effective techniques for communication between home and school, eliminating cultural prejudices, stereotypes and integrating a multicultural perspective in schools. 3 credits.

**ESL 515 - Language and Literacy Development for the English Learner (3)**

Students will review theories of language and literacy development and how they are reflected in the education process. Methods, strategies, and current trends in literacy instruction will be examined according to the stages of literacy development. The course will apply language and literacy development characteristics to populations of English language learners. 3 credits

**ESL 517 - Language Foundations for Teachers (3)**

This course provides an introduction to language systems (phonology, morphology, syntax, pragmatics, and semantics) as they relate to practical English language teaching. Emphasis is given to the roles of pragmatics, grammar, and pronunciation in the development of communicative competence. Students explore these language systems through interactive methods designed to simulate teaching in a language classroom. 3 credits

**ESL 520 - Instruction and Assessment for the English Learner (3)**

This course will present methods of assessment and instruction for the English Learner with emphasis on developing literacy skills in reading, writing, speaking and listening. Various methods of instruction and assessment will be analyzed. Students will develop a philosophy of instruction and assessment for the culturally and linguistically diverse students. Through field experience, students will practice observation and instructional skills. 3 credits

**ESL 590 - ESL Internship and Seminar (3)**

**ESL 610 - ESL Internship & Seminar (3)**

This course is a supervised field experience of 40 hours in a setting appropriate for the student's program and career goals. Students will also participate in activities that promote reflective thought, action plans, and demonstration of dispositions, knowledge, and skills for the teacher in culturally and linguistically diverse classrooms. (3 credits)

## **GPC - Professional Counseling, Maryland**

**GPC 501 - Orientation to Professional Counseling Identity, Function & Ethics (3)**

Orientation to the field of professional counseling requires a thorough understanding of professional identity and current professional issues related to counselor functioning in a variety of settings. This course introduces students to concepts regarding the professional functioning of licensed professional counselors including history, roles, professional organizations, standards, and credentialing. Current issues in the practice of counseling in a variety of professional settings and current labor market information relevant to opportunities for practice are explored with a focus on Clinical Mental Health Counseling. Students will be introduced to the core requirements, multicultural competencies, and spiritual/religious competencies necessary to become a counselor. Students are also introduced to program policies, graduate-level writing and APA style. Course Prerequisite(s) - None

**GPC 505 - Research and Program Evaluation (3)**

This course introduces research and program evaluation in the field of counseling. Emphasis is placed on gaining the knowledge necessary to evaluate and apply the conclusions of published research to advance the counseling profession. Students will be introduced to a variety of research strategies in order to assist in evaluating and incorporating relevant findings in counseling practice and program evaluation. To that end, basic knowledge of research methodology, research design, sampling, measurement, statistics, and ethical and multicultural issues for conducting research will be addressed. Course Prerequisite(s) - None

**GPC 508 - Counseling Skills in Helping Relationships (3)**

This course provides foundational skills education and training for helping relationships. The focus of the course is to engage students in developing and practicing basic counseling skills through demonstration, discussion, participation in skills practice, video captured role plays and individual and peer supervision. Attention will be given to relationship and rapport building, basic case conceptualization and goal and objective setting, setting session agenda and session planning. Analysis of counseling skills and abilities in relationship building will be assessed. Course Prerequisite(s) - None

**GPC 510 - Human Growth and Development Across the Lifespan (3)**

This course provides an overview of contemporary theoretical perspectives regarding the nature of developmental needs and tasks from infancy through late adulthood, the influences of development on mental health and dysfunction and the promotion of healthy development across the human lifespan. The special tasks, challenges, and concerns for age-stage related issues will be evaluated and discussed while emphasizing the physical, mental, emotional, intellectual and spiritual growth of the individual. Course Prerequisite(s) - GPC 501, GPC 508, GPC 530, and GPC 583

Prerequisite: ( GPC501 OR GPC501N OR GPC508 OR GPC508N OR GPC530 OR GPC530N OR GPC583 OR GPC583N ).

**GPC 514 - Psychopharmacology (3)**

This course will consider the manner in which the human body intakes, absorbs, and excretes substances known as street drugs, prescription medications, and common dietary substances which impact the psychological balance of the individual. The impact of medication or street drugs upon physical and psychological well-being of the counselee and how it factors into treatment will also be considered. 3 credits.

**GPC 515 - Counseling Theory and Techniques (3)**

This course presents an overview of major counseling theories and the techniques and practices associated with those theories. Student experiences shall include an examination of the historical development of affective, behavioral, and cognitive theories, and the application of theoretical material to case studies. Students will be exposed to models of counseling that are consistent with current professional research and practice in the field and begin to develop their own theoretical approach to clinical mental health counseling. Course Prerequisite(s) - GPC 501, GPC 508, GPC 530, and GPC 583

Prerequisite: ( GPC501 OR GPC501N OR GPC530 OR GPC530N OR GPC508 OR GPC508N OR GPC583 OR GPC583N ).

**GPC 517 - Biopsychology (3)**

This course provides students with a clinically oriented understanding of the biological bases of behavior. Beginning with an accessible geography of the nervous system, students will learn how brain structures, systems, and functions inform human action. Topics covered include the philosophical and theoretical underpinnings of neuroscience, brain organization, neurons, neurotransmitters, the central nervous system, the peripheral nervous system, the limbic system, psychological disorders, and psychopharmacology. Clinical integration is explored through the application of major theoretical approaches to anxiety, depression, stress, and addiction. Course Prerequisite(s) - GPC 501, 508, 530, and 583 or Advisor approval

Prerequisite: ( GPC501 OR GPC508 OR GPC508N OR GPC530 OR GPC530N OR GPC501N OR GPC583 OR GPC583N ).

**GPC 525 - Assessment Techniques in Counseling (3)**

Assessment Techniques in Counseling introduces students to the appraisal, assessment, and testing of individuals in a multicultural society. This course develops competencies in selecting, administering, and interpreting measures of intelligence, aptitude, achievement, interest, personality and spirituality/religiosity for children, adolescents, and/or adults. Comprehension and application of basic concepts of standardized and non-standardized testing and other assessment techniques, including norm-referenced and criterion-referenced assessment, environmental assessment, performance assessment, inventory methods, psychological testing, and behavioral observations are examined. Social and cultural factors related to specific populations are discussed. Course Prerequisite(s) - GPC 501, 508, 530, 583, and 505

Prerequisite: ( GPC501 OR GPC501N OR GPC508 OR GPC508N OR GPC530 OR GPC530N OR GPC505 OR GPC583 OR GPC583N ).

**GPC 530 - Professional Ethics and Legal Issues in Counseling (3)**

This course is designed to provide an overview of the ethical and legal practices in the field of counseling, with a specific focus upon the professional issues of practice including practice specializations. The Codes of Ethics of national and professional counseling organizations will be reviewed. An overview of the state/local statutes that govern the practice of counseling will also be provided. A study of ethical principles as they apply to situations of counseling will be conducted by means of investigating the standards and their dimensions of application through case study. Students will be expected to grow in their level of judgment for decision-making in the context of ethical dilemmas and challenges. Course Prerequisite(s) - None

**GPC 531 - Psychopathology & Counseling (3)**

This course introduces the major psychiatric diagnoses included in the current Diagnostic and Statistical Manual of Mental Disorders (DSM) with an overview of the principles of etiology, diagnosis, treatment planning and prevention of mental and emotional disorders and dysfunctional behavior. This also includes professional identification, ethical and legal issues, mental health disparities and the contribution of race/ethnicity, gender, and religion to misdiagnosis. Through the use of case studies and role plays students will develop skills in gathering relevant information to diagnose mental disorders. Course Prerequisite(s) - GPC 501, 508, 530, and 583

Prerequisite: ( GPC501 OR GPC501N OR GPC508 OR GPC508N OR GPC530 OR GPC530N OR GPC583 OR GPC583N ).

### **GPC 541 - Group Counseling Leadership Skills (3)**

This is a clinical course designed to give students a didactic and experiential introduction to theory, practice, and treatment in group counseling. The course will cover the theoretical foundations of group counseling and group work, contemporary theories, and group counseling leadership skills including group selection, group formation, group interventions, and group evaluation. Course Prerequisite(s) - GPC 508 and GPC 515

Prerequisite: ( GPC508 OR GPC508N OR GPC515 OR GPC515N ).

### **GPC 545 - Marriage & Family Counseling (3)**

This course offers an in-depth analysis of marriage and family relationships. The emphasis is on understanding family and other systems theories, the structure and function of marriage, stages of family development, and models of family and systemic interventions. Considerations from a historical perspective are presented along with current developments within marriage and family systemic models. Course Prerequisite(s) - GPC 508, GPC 515

Prerequisite: ( GPC508 OR GPC508N OR GPC515 OR GPC515N ).

### **GPC 555 - Advanced Techniques of Counseling (3)**

This course is an in-depth exploration of the Cognitive-Behavioral approach to the treatment of mental and emotional disorders. Through a combination of didactic and experiential elements that will include lectures, discussions, student presentations, and small group work students will apply the Cognitive-Behavioral approach to the etiology, assessment, and treatment of individuals with maladaptive behaviors and/or psychological disorders. Theory, interventions, and research in Cognitive-Behavioral treatments will be explored at length. Topics include cognitive-behavioral therapy for mood and personality disorders, integrating research into practice, and utilizing outcome measures to assess effectiveness. Course Prerequisite(s) - GPC 515, GPC 517, GPC 531

Prerequisite: ( GPC515 OR GPC515N OR GPC517 OR GPC531 OR GPC531N ).

### **GPC 565 - Clinical Mental Health Counseling (3)**

### **GPC 572 - Counseling Addictions (3)**

Students in this course are introduced to the concept of addiction, its effects on individuals, families communities, and current treatment approaches and modalities. Theories and etiology of addiction and addictive behavior and the neurobiological and medical foundation and etiology of addiction and co-occurring disorders provide a foundation for navigating this complex problem. Both substance use and process addictions will be explored. Major theoretical approaches to treatment will be reviewed with an emphasis on applying Motivational Interviewing techniques. The latest research on addiction will be integrated to understand relevant cultural factors, the empirically supported role of wellness and spirituality in the addiction recovery process, and opportunities for prevention. Course Prerequisite(s) - GPC 515, GPC 517, GPC 531

Prerequisite: ( GPC515 OR GPC515N OR GPC517 OR GPC531 OR GPC531N ).

### **GPC 583 - Multicultural Foundations of Counseling (3)**

This social and cultural diversity course is focused on preparing students to practice competent multicultural counseling. Issues such as race, ethnicity, gender, age, spirituality and religion, psycho-sexual orientation, mental and physical characteristics, and social and cultural norms are examined as they relate to the overarching context of relationships and human development. The influences of culture, subculture, and socioeconomic status on the counseling relationship are explored. Theories of multicultural counseling, identity development, pluralistic trends, and systems-oriented intervention strategies (couple, family, group, and community) are considered. Counselor cultural self-awareness and the role of counseling in eliminating biases, prejudice, oppression, and discrimination are emphasized. Course Prerequisite(s) - None

### **GPC 585 - Trauma-Informed Counseling (3)**

Trauma results from an event, series of events, or set of circumstances experienced by an individual as physically or emotionally harmful or life-threatening. Lasting adverse effects undermine mental, physical, social, emotional, and spiritual well-being. This course explores the effects of crisis, disasters, and trauma on diverse individuals across the lifespan, and the impact of crisis and trauma on individuals with mental health diagnoses. Crisis intervention and community-based strategies are reviewed. Students then delve into the concept of trauma-informed care. A trauma-informed approach to counseling frames many problem behaviors as understandable attempts to cope with traumatic experiences and aims to avoid re-victimizing the client by maximizing the survivor's choices and control over the healing process. Course Prerequisite(s) - GPC 515, GPC 517, GPC 531

Prerequisite: ( GPC515 OR GPC515N OR GPC517 OR GPC531 OR GPC531N ).

### **GPC 588 - Career and Lifestyle Development (3)**

This course provides an overview of career development and counseling including the study of factors influencing career development, contemporary theories of career decision-making, career assessment and group and individual career counseling techniques. Life-long processes that influence work values, occupational choice, the creation of career patterns, career identity, and patterns of work adjustment will be explored against the backdrop of current research. Course Prerequisite(s) - GPC 501, 530, 583, 508

Prerequisite: ( GPC501 OR GPC501N OR GPC530 OR GPC530N OR GPC583 OR GPC583N OR GPC508 OR GPC508N ).

### **GPC 601 - Counseling Practicum (3)**

As the first entry-level professional practice course, practicum provides a supervised clinical experience through which students: apply theory to practice; solidify basic counseling skills, and become familiar with professional activities and resources. Observation of experienced counselors, audio/video recordings, individual supervision, and peer feedback support learning as students work with clients from their community. A supervised seminar, emphasizing the integration of professional knowledge and development of self-awareness, underpins this field-based experience. The Practicum field-based experience totals 100 clock hours over a full academic term (including at least 40 clock hours of direct service). A grade of B or higher is required to complete this course and advance to Internship. Course Prerequisite(s) - 1st and 2nd Tier Courses, Candidacy status, GPA > 3.0, and Advisor approval

Prerequisite: ( GPC501 OR GPC501N OR GPC505 OR GPC508 OR GPC508N OR GPC510 OR GPC510N OR GPC515 OR GPC515N OR GPC525 OR GPC525N OR GPC530 OR GPC530N OR GPC531N OR GPC541 OR GPC541N ).

### **GPC 601C - Counseling Practicum I Continuation (0)**

### **GPC 602 - Counseling Internship I (3)**

As the second entry-level professional practice course, Internship I is a supervised clinical experience, relevant to Clinical Mental Health Counseling, through which students continue to: apply theory to practice; move toward mastery of counseling skills; gain confidence with professional activities and resources. Supervised clinical work, audio/video recordings, individual supervision, and peer feedback support learning as students work with clients from their community. A supervised seminar, emphasizing the integration of professional knowledge and development of self-awareness, underpins this field-based experience. The Internship field-based experience totals 600 clock hours (including at least 240 clock hours of direct service) over two semesters. A maximum of 400 hours may be credited during this course. A grade of B or higher is required to complete this course. Course Prerequisite(s) - GPC 601, GPA > 3.0, and Advisor approval

Prerequisite: ( GPC601 OR GPC601N ).

### **GPC 602C - Counseling Internship Continuation (0)**

Prerequisite: ( GPC602 OR GPC602N ).

### **GPC 603 - Counseling Internship II (3)**

As the last of three entry-level professional practice courses, Internship II continues to provide a supervised clinical experience, relevant to Clinical Mental Health Counseling, through which students continue to: apply theory to practice; move toward mastery of counseling skills; gain confidence with professional activities and resources. Supervised clinical work, audio/video recordings, individual supervision, and peer feedback support learning as students work with clients from their community. A supervised seminar, emphasizing the integration of professional knowledge and development of self-awareness, underpins this field-based experience. The Internship field-based experience totals 600 clock hours (including at least 240 clock hours of direct service) over two semesters. A maximum of 400 hours may be credited during this course. A grade of B or higher is required to complete this course. Course Prerequisite(s) - GPC 602, GPA > 3.0, and Advisor approval

Prerequisite: ( GPC601 OR GPC601N OR GPC602 OR GPC602N ).

**GPC 603C - Counseling Internship II Continuation (0)**

## **HOM - Homeletics**

## **ICS - Intercultural Studies**

**ICS 501 - Foundations of Cross-Cultural Ministry (3)**

**ICS 502 - Cross-Cultural Transformation (3)**

**ICS 503 - Spiritual Dynamics in Cross-Cultural Ministry (3)**

**ICS 504 - Interpersonal Skills for Cross-Cultural Ministry (3)**

**ICS 590 - Perspectives in the Christian World Movement (3)**

## **LSP - Leadership Studies**

**LSP 501 - Leadership Theory & Practice (3)**

An introduction to and comprehensive understanding of leadership theory, research, and practice from an interdisciplinary perspective. Lectures, small group assignments, case studies, and experiential exercises are utilized. 3 credits.

**LSP 502 - Development of Organizational Leadership (3)**

A comparison and contrast of current leadership procedures with the Biblical concept of leadership including the character and skills necessary for a servant-leader. Emphasis is placed on group dynamics, supervision, and development of other leaders. 3 credits.

**LSP 503 - Psychology of Leadership (3)**

An analysis of leadership psychologies through a review of historical and contemporary leaders, leadership literature, and prevailing psychological theories. The course utilizes lecture, handouts, and guided discussions on selected topics, simulated skill building exercises, written assignments, and films.

**LSP 504 - Change, Power, & Conflict Management (3)**

A consideration of Biblical management methods necessary for effecting change, utilizing power, and resolving conflict. 3 credits.

**LSP 505 - The Leader as Communicator (3)**

This course provides an examination of the models and patterns of effective communication for varying leadership contexts. Communication approaches and processes for organization-wide, board, committee, team, and individual settings are considered. 3 credits.

**LSP 507 - The Sociology of Leadership (3)**

An examination of the research and theories about exercise of leadership in contemporary social organizations, including social change. An examination of the social nature and structure of churches and nonprofit organizations will also be examined. 3 credits.

**LSP 509 - Leadership Style Analysis (3)**

A comparison and contrast of current leadership styles, the identification of the student's personal leadership style, and effectiveness with various groups of men, women, children, and youth. 3 credits.

**LSP 510 - The Leader's Life & Work (3)**

This course examines the pivotal issues that leaders face as they try to balance personal lives with public lives, and personal convictions and values with the demands of their position. Included in this study are topics such as the leader's call and competencies, life-long learning habits, critical values and choices, and common stumbling blocks to leadership. 3 credits.

**LSP 511 - Leadership of Groups & Organizations (3)**

Analysis of the purpose and function of committees, clubs, associations, groups, and organizations and the leadership requirements necessary for effective functioning. 3 credits.

**LSP 512 - Church Culture & the Role of Women in Leadership (3)**

The purpose of this course is to examine the various perspectives on the role of women in leadership in the church. Biblical, historical and contemporary cultural issues will be considered in an effort to create a theological and philosophical perspective on the leadership role of women in the church. Biblical passages will be studied and discussed in order to see the connections between the principles and practices of scripture. A key factor in the class will be the creation of an irenic spirit of interaction that will facilitate open discussion and dialogue. 3 credits.

**LSP 515 - Current Issues in Leadership (3)**

An exploration of the Biblical foundations for leadership studies and an analysis of current issues in the light of Biblical truth. 3 credits.

**LSP 580 - Leadership Seminar (3)**

A seminar in leadership style, process, and implementation with a focus on developing biblical qualities, designing team ministry, and solving common problems in Christian leadership. 3 credits.

**LSP 590 - Independent Study (3)**

This independent study course is for those occasions when a student may have an interest in an area of study related to his/her ministry that is not covered by the curriculum. Please contact your advisor or the ILEAD Services Office for additional information. 3 credits.

**LSP 901 - Empirical Research I: Critical Inquiry and Research Design (4)**

This course explores critical thinking and reflection processes and then applies those concepts to research evaluation and interpretation. Students develop the knowledge, skills, and disposition for critical inquiry and research development, preparation, analysis, interpretation, and evaluation.

**LSP 902 - Biblical and Theological Foundations of Leadership (4)**

This course examines biblical and theological themes that directly impact leadership practice. This course builds a theological and ethical foundation for the practice of leadership. Students learn to think theologically about theories, issues, and concepts drawn from the disciplines of leadership, education, and the social sciences. A framework for integrative thinking is developed.

**LSP 903 - Character and Ethics in Leadership (4)**

This course is an examination of the qualities of a biblical servant leader, essential character qualities for effective leadership, and principles for ethical decision-making. This course provides a study of the inherent complex of attributes that determine a person's moral and ethical actions and reactions. Ethical dilemmas will be considered in case study format to aid students in applying ethics to management and leadership decisions.

**LSP 904 - Personality and Developmental Theory (4)**

This course provides a review of major personality and developmental theories and their potential application to leadership, education and discipleship. Course content includes an analysis of each theory's worldview assumptions, scientific worthiness and potential contribution to leadership and instruction.

**LSP 905 - Teaching & Learning: Theory and Practice (4)**

This course is an examination of major theories of learning and their application to teaching methodology and curriculum design. The course provides an understanding of the role of teaching and learning in the process of leadership practice and leader development. Additionally, this course prepares students for teaching in a Christian higher education context.

**LSP 906 - Leadership and Management Theory (4)**

This course provides a critical examination of historic and contemporary leadership theories, principles and practices in the light of biblically-based models and criteria for leadership and management. This course also includes an analysis of each theory's worldview assumptions, scientific worthiness and potential contribution to leadership and organizational development.

**LSP 907 - Team Dynamics (4)**

This course is a study of group theory and team processes and their application to organizational leadership. Team dynamics, team development and the role of the team leader are examined.

**LSP 908 - Empirical Research II: Research Problem and Literature Review (4)**

This is the second course in a series of three research methods seminars designed to develop research proficiency necessary for the development and implementation of the research prospectus. In this seminar, students will gain an understanding of the research process including the identification of a research problem, the development of a literature review, and the design of research study. Students produce three dissertation profiles with view to the development of a research Prospectus and a literature review.

**LSP 909 - Organizational Theory and Development (4)**

This course provides a review of theoretical approaches to management and the development of organizations. It includes an analysis of each theory's worldview assumptions, scientific worthiness and potential contribution to leadership and organizational development. Students gain skills in the analysis of organizational culture, communication processes, and staff training.

#### **LSP 910 - Empirical Research III: Prospectus and Instrument Development (4)**

This course is the final in a three course series designed to develop the research proficiency necessary for the development and implementation of the research prospectus. It provides an overview of survey research and research instrument design. It covers the process of questionnaire design, providing students with an opportunity to create and revise their own questionnaire and critique instruments used in educational and leadership research.

#### **LSP 911 - Change, Power, and Conflict (4)**

This course provides an analysis of the change process, the role of power and authority, and the process of conflict management and resolution.

#### **LSP 912 - Comprehensive Exams (0)**

Comprehensive examinations involve a series of individualized research questions incorporating and expanding upon the findings of doctoral course work. Doctoral students must complete the comprehensive examinations successfully before the prospectus can be approved and dissertation data gathering can begin.

#### **LSP 912C - Comprehensive Exams Continuation (0)**

#### **LSP 913 - Prospectus: Chapters 1-3 (4)**

After completing comprehensive exams (one of which is dissertation related), the student develops a Prospectus that will present the student's research questions and strategy. The student's Dissertation Committee supervises the Dissertation writing process including the writing of the Prospectus. The student defends the Prospectus in an open hearing. The student cannot begin dissertation research until the Dissertation Committee accepts the Prospectus.

#### **LSP 913C - Prospectus Continuation (0)**

#### **LSP 914 - Dissertation (12)**

The student implements the research design submitted and approved in LSP913 Prospectus Defense: Chapters 1-3. Data are collected and dissertation conclusions developed. The student writes and defends the final dissertation product. The process of writing the Dissertation is not a sudden enterprise, but a progressive investigation of a line of empirical inquiry begun in the research seminars. Students first encounter the empirical research model in the first term during the Critical Inquiry and Research Design course. Through seminar course work, students continue to identify potential research questions. In the Empirical Research seminars, the student receives formal training in research methodologies. As the student progresses through the sequence of required seminars, each student will develop their study of the literature base related to their intended dissertation topic. In the final Empirical Research seminar, students gain skills in instrument design, data collection, and the selection of statistical techniques. Based on these seminars, the student completes the "Prospectus" described above. Once approved, the student embarks on the dissertation research and writing task.

#### **LSP 914C - Dissertation Extension (0)**

## **MFL - Formational Leadership**

**MFL 501 - Self-Care for the 21st Century Leader (3)**

**MFL 502 - Integrative Theology (3)**

**MFL 503 - Emotional Intelligence & Digital Age Communication (3)**

**MFL 504 - Restoration & Reconciliation (3)**

**MFL 505 - Leadership as Influence (3)**

**MFL 506 - Global Community Formation (3)**

**MFL 507 - Theology of Organization (3)**

**MFL 508 - Shaping Resilient Teams (3)**

**MFL 509 - Communication as Story (3)**

**MFL 510 - Seasons of the Soul in Leadership (3)**

## **MIN - Church & Ministry Leadership**

**MIN 504 - Communicating Biblical Truth (3)**

A survey of theory and practice in contemporary communication, useful in the communicating of the Bible and theology in contexts of teaching, preaching, counseling, and leadership. Consideration is given to hermeneutical principles, speech organization, and methodologies. 3 credits.

**MIN 505 - Theological Foundations for Ministry (3)**

This course will be structured into a seminar format where broad theological themes in creation, fall, redemption, the Church, doctrines of Jesus Christ and the Holy Spirit, and Biblical theology will be discussed. The goal is to integrate how theological perspectives should influence the design and practice of ministry. 3 credits.

**MIN 506 - Leadership Foundations for Ministry (3)**

This foundational course is an introduction to leadership theory and practice, including a study of biblical principles for leadership and management. Content includes a concentration on the basic skills essential for effective and efficient leadership performance. Included in leadership skills development and topics such as: rapid reading, listening, writing, speaking, chairing meetings, conducting behavior based hiring interviews, and the evaluation of each student's leadership knowledge and experience, culminating in the creation of a personal, biblical leadership profile. 3 credits.

**MIN 507 - Leadership Development & Team Building (3)**

This course is a study of principles necessary to recruit, equip, maintain, and motivate people in spiritual leadership and development in organizations in a team setting. Included in the content will be leadership inventories, biblical models of equipping, recruiting, various models of equipping venues for leadership development, and a focus on team building in your church or organization. 3 credits.

**MIN 508 - Organizational Change & Conflict (3)**

This course will focus on the four primary factors that impact change in local churches and business organizations. Additional focal points will include basic organizational change theory and the leadership dynamics needed to reduce conflict, and decrease organizational dysfunction. 3 credits.

**MIN 509 - Spiritual Formation & Discipleship (3)**

This course is designed to provide practitioners with skill sets necessary for the practice of personal spiritual formation. Historical and contemporary spiritual formation models will be evaluated and then implemented into care models for use with the modern day servant. Disciplines, such as prayer, silence solitude, Sabbath and rest, will be studied and implemented into personal soul care routines. 3 credits.

**MIN 510 - The Leader's Life & Work (3)**

This course examines the pivotal issues that leaders face as they try to balance personal lives with public lives, and personal convictions and values with the demands of their position. Included in this study are topics such as the leader's call and competencies, life-long learning habits, critical values and choices, and common stumbling blocks to leadership. 3 credits.

**MIN 590 - Ministry Internship (3)**

This course is an in-service practicum for the purpose of providing the student with direct ministry experience in an area not previously experienced. The internship will be under a qualified para-church or local church supervisor who has the appropriate ministry and academic credentials. In addition, the student's advisor will also be a part of this learning enterprise by approving the Internship Supervisor and collaboration with both the student and supervisor through out the internship. The internship may begin in any academic term, but will not exceed six months in duration. 3 credits. Prerequisite: MIN598.

**MIN 591 - Ministry Internship II (3)**

This course is an in-service practicum for the purpose of providing the student with direct ministry experience in an area not previously experienced. The internship will be under a qualified para-church or local church supervisor who has the appropriate ministry and academic credentials. In addition, the student's advisor will also be a part of this learning enterprise by approving the Internship Supervisor and collaboration with both the student and supervisor through out the internship. The internship may begin in any academic term, but will not exceed six months in duration. 3 credits.

**MIN 598 - Ministry Research Design (3)**

A preparatory course for the Ministry Research Project, this course will provide direction in initiating, designing and researching the project. 3 credits.

**MIN 599 - Ministry Research Project (3)**

The Ministry Research Project is intended to give the student an opportunity to demonstrate the acquisition of improved skills, greater insight, and growth in competence for ministry through a major written project to be completed at the conclusion of course requirements. 3 credits. Prerequisite: MIN 598.

**MIN 599C - Ministry Research Project Continuation (0)**

Research Project Prerequisite: MIN 598. 0 credit.

Prerequisite: ( MIN598 OR GM598G ).

**MIN 801D - Intermediate Biblical Hebrew for Contextualized Ministry (4)**

This course expands on the knowledge base of Hebrew established in the MDiv program. Skills in the lexicon, grammar, syntax, and exegesis of the Hebrew Bible will be enhanced. Students will begin to form an understanding of how to use Biblical Hebrew to strengthen their ministry. 4 credits.

**MIN 802D - Intermediate Biblical Greek for Contextualized Ministry (4)**

This course expands on the knowledge base of Greek established in the MDiv program. Skills in the lexicon, grammar, syntax, and exegesis of the Greek Bible will be enhanced. Students will begin to form an understanding of how to use Biblical Greek to strengthen their ministry. 4 credits.

**MIN 803D - Applied Biblical Hebrew for Contextualized Ministry (4)**

This seminar builds on the foundation laid in Intermediate Biblical Hebrew for Contextualized Ministry. Application of Biblical Hebrew will be made to a variety of teaching tasks including, but not limited to: sermons, seminars, and small group Bible studies. Diverse forms of written communication skills will also be further developed. Students will focus on how to apply these skills to their current ministry. 4 credits.

**MIN 804D - Applied Biblical Greek for Contextualized Ministry (4)**

This seminar builds on the foundation laid in Intermediate Biblical Greek for Contextualized Ministry. Application of Biblical Greek will be made to a variety of teaching tasks including, but not limited to: sermons, seminars, and small group Bible studies. Diverse forms of written communication skills will also be further developed. Students will focus on how to apply these skills to their current ministry. 4 credits.

**MIN 810 - Nature of the Chaplaincy (4)**

This course provides an advanced overview and analysis of the nature and history of chaplaincy ministry. The course explores the purpose, identify, ethical parameters and legal matters that define and guide the chaplaincy role. Student learn the skill required for chaplaincy effectiveness in eight different chaplaincy roles including corporate, military, healthcare, public safety, institutional, sports, educational, and crisis/disaster relief. 4 credits.

**MIN 810D - Nature of the Chaplaincy (4)**

This course provides an advanced overview and analysis of the nature and history of chaplaincy ministry. The course explores the purpose, identify, ethical parameters and legal matters that define and guide the chaplaincy role. Student learn the skill required for chaplaincy effectiveness in eight different chaplaincy roles including corporate, military, healthcare, public safety, institutional, sports, educational, and crisis/disaster relief. 4 credits.

**MIN 811 - Marriage and Family Issues (4)**

This course will prepare students will cover the issues of marriage and family and raise the critical thinking skills of students concerning the ultimate goal and purpose of marriage and family ministry from a Christian perspective. It will also examine the impact of culture, faith, and trends in society upon marriage and family that will assist the student to understand the problems that married couples, parents, and youth face. Chaplaincy care giving and counseling skills are developed or enhanced. 4 credits.

**MIN 811D - Marriage and Family Issues (4)**

This course will prepare students will cover the issues of marriage and family and raise the critical thinking skills of students concerning the ultimate goal and purpose of marriage and family ministry from a Christian perspective. It will also examine the impact of culture, faith, and trends in society upon marriage and family that will assist the student to understand the problems that married couples, parents, and youth face. Chaplaincy care giving and counseling skills are developed or enhanced. 4 credits.

**MIN 812 - Addiction Counseling and Care (4)**

This course is designed to assist the student with an understanding of addiction, the effects of addiction on the family, as well as the process of counseling these individuals toward recovery. The focus will be on alcoholism and substance abuse but will also pertain to other related addictions. The course will be beneficial to those who minister to addicts at any level, but especially those who desire a more thorough understanding of counseling the addict and their family. This course will integrate psychological findings on addiction, governing biblical principles, and professional and practical ministry experience. 4 credits.

**MIN 812D - Addiction Counseling and Care (4)**

This course is designed to assist the student with an understanding of addiction, the effects of addiction on the family, as well as the process of counseling these individuals toward recovery. The focus will be on alcoholism and substance abuse but will also pertain to other related addictions. The course will be beneficial to those who minister to addicts at any level, but especially those who desire a more thorough understanding of counseling the addict and their family. This course will integrate psychological findings on addiction, governing biblical principles, and professional and practical ministry experience. 4 credits.

**MIN 813 - Pastoral Care and Counseling in Grief, Loss and Crisis (4)**

This course enables students to learn to understand and identify the process and progress of how people deal with loss in their lives. Students learn how to guide a person through the grief process and to aid the individual to readjust and grow. Attention is given to understanding issues of anger, depression, anxiety, and social withdrawal, along with loss of hope and faith. The course looks at the role of the chaplain in times of crisis. Students learn how to provide counsel to those who have endured a crisis or trauma. Attention will be given to the emotional, spiritual, relational, and physical symptoms that may occur in the aftermath of crisis. 4 credits.

**MIN 813D - Pastoral Care and Counseling in Grief, Loss and Crisis (4)**

This course enables students to learn to understand and identify the process and progress of how people deal with loss in their lives. Students learn how to guide a person through the grief process and to aid the individual to readjust and grow. Attention is given to understanding issues of anger, depression, anxiety, and social withdrawal, along with loss of hope and faith. The course looks at the role of the chaplain in times of crisis. Students learn how to provide counsel to those who have endured a crisis or trauma. Attention will be given to the emotional, spiritual, relational, and physical symptoms that may occur in the aftermath of crisis. 4 credits.

**MIN 820D - Issues of Integration: The Role of Psychology in Ministry Care and Course (4)**

This seminar explores the issues and debate surrounding the integration of faith and learning in the fields of psychology and theology. Special attention is given to the place of psychological theory and research findings in ministry care and counseling. Students examine several different perspectives on counseling and ministry care. Students explore the concepts of common grace, general revelation and empirical research as sources of truth. Students wrestle with the integration of psychological theory in ministry. 4 credits.

**MIN 821D - Ministry Care and Counseling Through Small Groups (4)**

This course will focus on the biblical foundations of small group ministry and the strategies for building a small groups ministry in the local church. The course content will include a sound biblical and theological foundation for aspects of biblical community, small group models, key small group practices, and strategies for connecting church members to groups. The application of group process to a variety of settings and situations is discussed. The role of groups as a means of providing care and counseling are explored. 4 credits.

**MIN 822D - Ministry Care and Counseling in Marriage and Family Issues (4)**

This course will prepare students will cover the issues of marriage and family and raise the critical thinking skills of students concerning the ultimate goal and purpose of marriage and family ministry from a Christian perspective. It will also examine the impact of culture, faith, and trends in society upon marriage and family that will assist the student to understand the problems that married couples, parents, and youth face. 4 credits.

**MIN 823D - Ministry Care and Counseling in Grief, Loss and Crisis (4)**

This course enables students to learn to understand and identify the process and progress of how people deal with loss in their lives. Students learn how to guide a person through the grief process and to aid the individual to readjust and grow. Attention is given to understanding issues of anger, depression, anxiety, and social withdrawal, along with loss of hope and faith. The course looks at the role of the chaplain in times of crisis. Students learn how to provide counsel to those who have endured a crisis or trauma. Attention will be given to the emotional, spiritual, relational, and physical symptoms that may occur in the aftermath of crisis. 4 credits.

**MIN 830D - Advanced Exegesis: Tools-Based Study for Biblical Preaching and Teaching (4)**

This course expands on the tools-based exegetical skills developed at the MDiv level. One book of the Old Testament and one of the New Testament will be outlined and discussed based on the Hebrew and Greek texts. A sermon and a teaching lesson will be prepared and delivered based on each book. 4 credits.

**MIN 831D - Advanced Hermeneutics: Preaching and Teaching the Literary Forms of Scrip (4)**

This course expands on the tools-based hermeneutical skills established at the MDiv level. Students attain a working knowledge of how various genres in Scripture. A specific genre will be studied across the Testaments, such as poetry, or a different genre for each testament-for example, wisdom literature in the Old Testament and Parables in the New Testament. A sermon and a teaching lesson will be prepared and delivered based on each genre. 4 credits.

**MIN 832 - Advanced Homiletics: Integration of Hermeneutics and Homiletics (4)**

This course expands and integrates the hermeneutical and homiletical skills established in Advanced Exegesis and Advanced Hermeneutics described above. Application of exegetical and hermeneutical skills will made to development and the delivery of sermons. Advanced sermon delivery principles will be studied. Current learning theory for diverse congregations will be a focus of the course. A sermon on an Old Testament text and on a New Testament text will be prepared and delivered. Students will focus on how to apply these skills to their current ministry. 4 credits.

**MIN 832D - Advanced Homiletics: Integration of Hermeneutics and Homiletics (4)**

This course expands and integrates the hermeneutical and homiletical skills established in Advanced Exegesis and Advanced Hermeneutics described above. Application of exegetical and hermeneutical skills will made to development and the delivery of sermons. Advanced sermon delivery principles will be studied. Current learning theory for diverse congregations will be a focus of the course. A sermon on an Old Testament text and on a New Testament text will be prepared and delivered. Students will focus on how to apply these skills to their current ministry. 4 credits.

**MIN 833D - Advanced Biblical Communication: Preaching and Teaching with Skill and Infl (4)**

This course is an analysis of the theological, psychological, and methodological dynamics of effective biblical instruction. Application of advanced exegesis, hermeneutics and homiletics courses will be made to a variety of teaching tasks including, but not limited to: classroom teaching, facilitation of seminars, and leadership of small group Bible studies. A teaching lesson will be prepared and delivered based on an Old Testament and on a New Testament text. Students will focus on how to apply these skills to their current ministry. 4 credits.

**MIN 840 - The Leader as Communicator and Vision-Caster (4)**

Leaders must be able to define and then communicate a vision for the future of the church or the organization they lead. This course assists leaders in defining "a vision for a preferred future." This course involves an analysis of the leader's role as a communicator within and outside the organizational structure. It includes a focus on the role of public and private communication channels in moving the vision and mission of the organization forward. The course looks communication success and failure in the context of crisis, change, and the advancement of. This course looks at the power of words to shape the direction of an organization. 4 credits.

**MIN 841 - Authentic, Transformational, and Servant Leadership (4)**

Authentic, transformational, team, and servant leadership theories are studied in light of biblical examples, principles, and theological understandings of leadership. This course includes a focused examination of the qualities of a biblical servant leader, essential character qualities for effective leadership, and principles for ethical decision-making. 4 credits.

**MIN 842 - Innovation and Change (4)**

Innovation and change are essential to the progress of a ministry or organization. This course looks at change process and how innovation brings valuable disruption to an organization. Students learn how to lead change effectively while leveraging the benefits of the disruption and conflict that innovative change creates. Leaders learn to capture and capitalize on the opportunities new technologies, creative methods, and strategic initiatives to move their church or organization forward. 4 credits.

**MIN 842D - Innovation and Change (4)**

Innovation and change are essential to the progress of a ministry or organization. This course looks at change process and how innovation brings valuable disruption to an organization. Students learn how to lead change effectively while leveraging the benefits of the disruption and conflict that innovative change creates. Leaders learn to capture and capitalize on the opportunities new technologies, creative methods, and strategic initiatives to move their church or organization forward. 4 credits.

**MIN 843 - Strategic Initiatives and Partnerships (4)**

This course explores the role of entrepreneurial leadership in the development of strategic initiatives within a church or an organization and strategic partnerships outside a church or an organization. It examines how these strategic initiatives and partnerships furthering the church or organization's mission and vision. With an emphasis on churches and faith-based, non-profit organizations, this course will explore how relationships influence the principles, approaches, and motivations behind collaboration and provide the basis for establishing collaborative endeavors. The course looks at the administrative processes that are impacted by collaborative efforts and how organizations can effectively work together of common missional goals. 4 credits.

**MIN 843D - Strategic Initiatives and Partnerships (4)**

This course explores the role of entrepreneurial leadership in the development of strategic initiatives within a church or an organization and strategic partnerships outside a church or an organization. It examines how these strategic initiatives and partnerships furthering the church or organization's mission and vision. With an emphasis on churches and faith-based, non-profit organizations, this course will explore how relationships influence the principles, approaches, and motivations behind collaboration and provide the basis for establishing collaborative endeavors. The course looks at the administrative processes that are impacted by collaborative efforts and how organizations can effectively work together of common missional goals. 4 credits.

**MIN 844 - Formational Leadership in the Digital Age (4)****MIN 845 - The Spiritually Formed Leader (4)**

This is a praxis course focusing on the internal make-up of a leader. Students will articulate, reflect, and evaluate their personal leadership make-up and tendencies. In addition, they will evaluate and employ formational practices aimed at increasing personal leadership health.

**MIN 846 - Ministry Leadership in an Interconnected World (4)****MIN 847 - Leadership Expressions, Soul Care, and the 21st Century Leader (4)****MIN 850 - Contextual Ministry Praxis Seminar (4)**

This advanced course will introduce critical thinking and applied gap theory in relation to organizational culture. Particular attention is placed on the description of the individual's context for ministry, potential practices and changes within specific settings, and the identification of hypotheses for subsequent research efforts.

**MIN 851 - Applied Research Seminar (4)**

Dependent on the concentration area, students take an applied research seminar which prepares the student for the ministry project design phase. This course will focus on collecting and interpreting data to achieve a stated ministry goal relevant to the individual student. Concepts of instrumentation and measurements will be emphasized for interpreting research results and gathering data for applied research. Students will develop a project based upon their research. Student will apply concepts learned within their own setting under the guidance of the professor. 4 credits.

**MIN 851D - Applied Research Seminar (4)**

Dependent on the concentration area, students take an applied research seminar which prepares the student for the ministry project design phase. This course will focus on collecting and interpreting data to achieve a stated ministry goal relevant to the individual student. Concepts of instrumentation and measurements will be emphasized for interpreting research results and gathering data for applied research. Students will develop a project based upon their research. Student will apply concepts learned within their own setting under the guidance of the professor. 4 credits.

**MIN 890 - Mentored Research Design (4)**

Students will work one-one-one with a mentor to develop a project plan. This is an individualized approach to study of a particular aspect of ministry. Faculty mentors guide the research of the student as the project is developed. Once the mentor is satisfied with the feasibility, value, and quality of the project proposal, the project mentor will give permission to the student to implement the design. Mentors are generally full-time or adjunct faculty members who have significant experience or research engagement in the project field. Students may petition for the appointment of a professional field mentor with the approval of the Program Director. 3 credits.

**MIN 890C - Mentored Research Design Continuation (0)**

**MIN 890D - Mentored Research Design (4)**

Students will work one-one-one with a mentor to develop a project plan. This is an individualized approach to study of a particular aspect of ministry. Faculty mentors guide the research of the student as the project is developed. Once the mentor is satisfied with the feasibility, value, and quality of the project proposal, the project mentor will give permission to the student to implement the design. Mentors are generally full-time or adjunct faculty members who have significant experience or research engagement in the project field. Students may petition for the appointment of a professional field mentor with the approval of the Program Director. 3 credits.

**MIN 890D3 - Mentored Research Design (3)**

**MIN 891 - Applied Research Dissertation (6)**

**MIN 891C - Applied Research Dissertation Continuation (0)**

**MIN 891D - Research Dissertation (4)**

**MIN 891D3 - Applied Research Dissertation (3)**

Students will complete the Ministry Project within their chosen specialization while on the field of ministry. The project is implemented during the last half of the study and presented in May or December prior to graduation. 3 credits.

# PAS - Pastoral Ministry

## **PAS 501 - Church Health & Evangelism (3)**

A study of principles and procedures of church growth through biblical evangelistic and discipleship ministries. 3 credits.

## **PAS 502 - Local Church Revitalization (3)**

An exploration of the issues involved in revitalizing a local church or Christian nonprofit organization, including elements related to personal spiritual development, understanding the culture of organizations, situational leadership, casting vision, goal setting, developing volunteers, and cultivating community. 3 credits.

## **PAS 503 - Theology, History, & Practice of Worship (3)**

Skill development in the preparation for and leadership of corporate worship experiences with attention to biblical and historical models, ecclesiastical and cultural contexts, and the nature, significance, and use of church music. 3 credits.

## **PAS 505 - Spiritual Formation (3)**

A consideration of cognitive, moral, and faith development and formation in a ministry context. 3 credits.

## **PAS 507 - Lay Leadership Development in the Local Church (3)**

A study of principles necessary to attract, train, maintain, and motivate lay people in spiritual leadership and constructive development in a ministry team setting. 3 credits.

## **PAS 509 - Marriage & Family Ministries (3)**

A study of the Biblical foundations of healthy Christian family life, with emphasis on developing practical skills for nurturing healthy marriages and families, and assessing, intervening, and resolving marital and family problems within a ministry context. 3 credits.

## **PAS 511 - Selected Topics in Current Issues in Ministry (3)**

A review and analysis of a designated current issue in ministry with emphasis on an understanding of the issue, a gaining of a diversity of perspectives, and the arrival at a biblical conclusion. 3 credits.

## **PAS 513 - Advanced Homiletics (3)**

A consideration of advanced homiletical theory and practice, with attention to contemporary relevance, audience analysis, and adaptation. 3 credits.

## **PAS 514 - Adult Education in the Church (3)**

This course is designed to expose the student to issues in adult development and biblical principles for developing a holistic and contemporary ministry to adults within the local church. Topics explored will include: spiritual formation in adults, mission and values, principles of program planning, learning theory, issues in equipping people for ministry, and practical elements for designing educational strategies in the church. 3 credits.

**PAS 515 - Advanced Counseling Seminar (3)**

A study of current issues in biblical counseling including personality theory, diagnostic options, legal issues, and counseling problems most common to the ministry. 3 credits.

**PAS 516 - Children's Education in the Church (3)**

This course will overview the ministry to children in the local church context. Content explored will include: a biblical theology of nurture and discipleship, developmental characteristics in children, the relationship of church and home, issues in teaching children, evangelism, recruiting and training leaders, and program strategies for ministry. 3 credits.

**PAS 517 - Leadership Issues in Youth Ministry (3)**

An overview of current issues effecting youth leaders will be surveyed and discussed in this seminar format. Topics will include: working on a multiple staff, integrating personal ministry goals in the overall mission statement of your church, working with church boards and parents, and building a strategy for long-term ministry. 3 credits.

**PAS 520 - Designing Strategic Models of Adult Discipleship (3)**

This course is designed to expose the student to biblical principles that can guide the Christian worker in designing a holistic and contemporary discipleship ministry to adults within the local church. Topics explored will include: spiritual formation in adults, mission strategies, principles of program planning, and practical elements for designing local church discipleship strategies that facilitate life-change in adults. 3 credits.

**PAS 580 - Pastoral Leadership Seminar (3)**

A seminar in pastoral leadership with a focus on defining the role of the pastor, determining relationships that are necessary to fulfill that ministry role, and delineating how to effectively serve the body of Christ in the pastoral ministry. 3 credits.

**PAS 590 - Independent Study (3)**

This independent study course is for those occasions when a student may have an interest in an area of study related to his/her ministry that is not covered by the curriculum. Please contact your advisor or the ILEAD Services Office for additional information. 3 credits.

**PAS 595 - Field-based Mentored Ministry (3)**

This course is an in-service practicum for the purpose of providing the student with direct ministry experience in an area not previously experienced. The internship will be under a qualified para-church or local church supervisor who has the appropriate ministry and academic credentials. In addition, the student's advisor will also be a part of this learning enterprise by approving the Internship Supervisor and collaboration with both the student and supervisor through out the internship. The internship may begin in any academic term, but will not exceed six months in duration. 3 credits.

# PDN - Pastoral & Discipleship

## **PDN 501 - The Biblical Narrative (3)**

This course offers an overview of the biblical narrative, including an examination of themes such as creation, fall, redemption, and consummation. The distinctive contribution of each stage of biblical history to that overarching narrative is considered. Special attention will be given to how the biblical narrative provides insight into a Christian understanding of our place in that story.

## **PDN 502 - Biblical Hermeneutics (3)**

This course provides a focus on how to read and understand the Bible in its context. Emphasis is given to the various genres found in the Old and New Testament. There is also a focus on the use of interpretation tools to implement the practice of hermeneutics.

## **PDN 503 - Introduction to Christian Theology I (3)**

This course offers a survey that introduces the student to the method and central concepts of Christian theology. Special attention will be given to the doctrines of the Bible, God, the Trinity, Creation, Angels and Demons, Humanity, and Sin.

## **PDN 504 - Introduction to Christian Theology II (3)**

This course offers a survey that introduces the student to the central concepts of Christian theology. Special attention will be given to the doctrines of Jesus Christ, Salvation, the Church, and the Future.

## **PDN 505 - Church History and the African Context (3)**

This course covers the chronological sweep from the closing of the New Testament through the modern day. Specific attention will be given to the history of the church in Africa. Attention focuses on the flow of events comprising the history of the Christian tradition, exploring significant people, events, movements, and their interaction with culture.

## **PDN 511 - Communicating Biblical Truth (3)**

This course is designed to be a survey of theory and practice in contemporary communication, for the communication of the Bible and theology in the contexts of preaching, teaching, leadership, and counseling. Consideration is given to expositional preaching, hermeneutical principles, speech organization, and contextualized methodologies.

## **PDN 512 - Spiritual Formation and Discipleship (3)**

This course is designed to provide practitioners with skill sets necessary for the practice of personal spiritual formation and discipleship. Historical and contemporary spiritual formation and discipleship models will be evaluated then implemented into models for use with the modern day servant leader. Disciplines, such as prayer, silence solitude, Sabbath rest, and mentoring will be studied and implemented into personal soul care routines and practices.

## **PDN 513 - Community and Family Systems (3)**

This course is designed to equip servant leaders in the essentials of counseling family systems and their respective church communities. A family systems approach to counseling will be introduced and then used as the framework to understand how one can be healed through the counseling process. Special PDN M.A. DEGREE – NOVEMBER 2016 8 attention will be given to family histories and the synthesis of those histories through a process known as genogramming.

## **PDN 514 - Holistic Child Development (3)**

This course encourages healthy development in four areas — spiritual, physical, social and economic. Emphasis is given to long-term approaches to methods going beyond simple involvement in children and family systems.

## **PDN 515 - Leader's Life and Work (3)**

This course examines the pivotal issues leaders face as they balance personal lives with public lives, and personal convictions and values with the demands of their position. Included in this study are topics such as the leader's call and competencies, life-long learning habits, critical values and choices, biblical servant leadership, use and abuse of authority, essential character qualities for effective leadership, and common stumbling blocks to leadership. Authentic, transformational, team, and servant leadership theories are studied in light of biblical examples, principles, and theological understandings of leadership.

**PDN 521 - Issues in African Pastoral Ministry I (3)**

In this course students will review and analyze current issues in African pastoral ministry with emphasis on defining, understanding, evaluating, and formulating a biblical understanding and response. The specific issues dealt with in this course will be the (1) Prosperity Gospel and (2) Poverty and Dependence.

**PDN 522 - Issues in African Pastoral Ministry II (3)**

In this course students will review and analyze current issues in African pastoral ministry with emphasis on defining, understanding, evaluating, and formulating a biblical understanding and response. The specific issues dealt with in this course will be (1) Power and Authority and (2) Ethics and Integrity.

**PDN 523 - Field Based Ministry I (2)**

This course is a designed mentorship program aimed at providing direct interaction between the student and a seasoned mentor. The students will share with their mentor (1) a personal challenge they are facing in life and ministry, (2) what they have learned through the M.A. program that is relevant for this challenge, (3) and how they are implementing what they have learned in addressing this challenge. The mentor will guide and shepherd the student through this process providing input, counsel, and prayer.

**PDN 524 - Field Based Ministry II (2)**

This course is a designed mentorship program aimed at providing direct interaction between the student and a seasoned mentor. The students will share with their mentor (1) a professional challenge they are facing in life and ministry, (2) what they have learned through the M.A. program that is relevant for this challenge, (3) and how they are implementing what they have learned in addressing this challenge. The mentor will guide and shepherd the student through this process providing input, counsel, and prayer.

## **PSC - Professional School Counseling**

**PSC 504 - Research and Program Evaluation (3)**

This course provides an introduction to research and methodology in the field of counseling. Emphasis is placed on gaining the knowledge necessary to evaluate the conclusions of published research. Students will be introduced to a variety of counseling research strategies in order to assist the evaluating and incorporating relevant findings in counseling practice. To that end, basic knowledge of research methodology, research design, sampling, measurement, statistics, and ethical issues for conducting research will be addressed. 3 credits.

**PSC 520 - Foundations of School Counseling and Program Planning (3)**

This course will provide a foundation for understanding the academic needs of all students Pre-K-12, their families, schools and communities and the role of the school counselor in facilitating their academic, career, and personal-social success. Students will be introduced to the ASCA National Model: A framework for school counseling programs. 3 credits

**PSC 521 - Foundations of School Counseling and Program Planning (3)**

This course will provide a foundation for understanding the academic needs of all students Pre-K-12, their families, schools and communities and the role of the school counselor in facilitating their academic, career, and personal-social success. Students will be introduced to the ASCA National Model: A framework for school counseling programs. 3 credits

**PSC 523 - Leadership and Advocacy in Education (3)**

School Counselors serve as leaders within the educational context. This course will examine various models of effective educational leadership, the role of the school counselor in effecting change and the development of strategies for advocating for the needs of diverse and multicultural students, families, schools and communities. 3 credits

**PSC 525 - Collaboration, Consultation, and Coordination (3)**

Students will develop an understanding of the importance of teaming and collaboration in the development, implementation, and evaluation of the school counseling program and in facilitating change in school expectations, climate, policy, and practice to better meet the needs of students. 3 credits.

**PSC 526 - Collaboration, Consultation, and Coordination (3)**

Students will develop an understanding of the importance of teaming and collaboration in the development, implementation, and evaluation of the school counseling program and in facilitating change in school expectations, climate, policy, and practice to better meet the needs of students. 3 credits.

**PSC 530 - Exceptional Students: Populations, Policies & Procedures (3)**

This course is designed to prepare the school counselor to identify the variety of students included in the exceptional student populations and their special needs. The schools are required by law(s) to offer services for all these populations. The school counselor will learn the policies and procedures to provide these services in the classroom, through the school counselor's office, and from each of the service agencies involved in a potential IEP. 3 credits.

**PSC 535 - Exceptional Students: Population, Policies, & Procedures (3)**

This course is designed to prepare the school counselor to identify the variety of students included in the exceptional student populations and their special needs. The schools are required by law(s) to offer services for all these populations. The school counselor will learn the policies and procedures to provide these services in the classroom, through the school counselor's office, and from each of the service agencies involved in a potential IEP. 3 credits.

**PSC 555 - Group Counseling in the Schools (3)**

This is a clinical course designed to give students didactic and experiential introduction to theory, practice, and treatment in group counseling. The course will cover the theoretical foundations of group counselling and group work, contemporary theories, and group counseling leadership skills including group selection, group formation, group interventions, and group evaluation. (3 credits)

**PSC 556 - Career Development in Schools (3)**

This course will equip students to understand, assess and apply career development theory in school and counseling settings in terms of career stewardship development. Students will examine and contribute to a curriculum of interventions to teach others to plan and serve faithfully in the contemporary world of work with the talents entrusted to them. This course introduces the student through hands-on learning to the use of career and vocational assessment tools commonly used in career counseling. Concepts and theories concerning the planning and preparation for vocations provide background information in regards to the use of these assessment tools. 3 Credits.

**PSC 601 - Professional Service I in School Counseling (3)**

Students will participate in school counseling practice experiences that provide for the application of theory and the development of counseling skills under supervision. The Professional Service I experience will provide students the opportunity to demonstrate their abilities to provide counseling services for a diverse population of students. The student will participate in a minimum of 250 hours of field work in addition to classroom based assignments with a minimum of 100 direct student service hours. (3 credits)

Prerequisite: ( CPS501 OR CPS501GN OR CPS501N OR CPS501NN OR CPS508 OR CPS508N OR CPS510 OR CPS510GN OR CPS510GNN OR CPS510N OR CPS575 OR CPS575N OR CPS583 OR CPS583N OR PSC556 OR PSC526 OR PSC535 OR PSC523 ).

**PSC 601C - Counseling Practicum Continuation (0)**

After students have registered for PSC 601, they must register for PSC 601C each semester (not including summer and winterim sessions) until practicum is completed. 0 credits.

**PSC 602 - Professional Service II in School Counseling (3)**

In this capstone course students will complete a 600 hour supervised internship experience that provides the opportunity to demonstrate the ability to design and implement a comprehensive school counseling program at each grade level (K-4, 5-8, and 9-12). Students will provide individual and group counseling, classroom guidance lessons, and systemic advocacy interventions. Students will receive supervision and performance review as part of this course. 3 credits.

Prerequisite: ( PSC601 ).

**PSC 604 - School Counseling Internship (3)**

In this capstone course students will complete a 600 hour supervised internship experience that provides the opportunity to demonstrate the ability to design and implement a comprehensive school counseling program at each grade level (K-4, 5-8, and 9-12). Students will provide individual and group counseling, classroom guidance lessons, and systemic advocacy interventions. Students will receive supervision and performance review as part of this course. 3 credits.

**PSC 604C - School Counseling Internship Continuation (0)**

After studnets have registered for PSC 604, they must register for PSC 604C each semester (not including summer and winterim sessions) until internship is completed. 0 credits.

**PSC 605 - Internship in School Counseling (3)**

This is the practical capstone course of the graduate student in the School Counseling program. Regular consultations will be conducted with the student's advisor and written reports of the internship will be submitted according to the format suggested in the course syllabus. Students will be evaluated qualitatively according to their performance and professional development. Prerequisite: Minimum 30 credits completed and PSC 601. 3 credits.

Prerequisite: ( PSC601 OR SG601G ).

**PSC 605C - Secondary School Counseling Internship Continuation (0)**

After students have registered for PSC 605, they must register forPSC 605C each semester (not including summer and winterim sessions) until internship is completed. 0 credits.

**PSC 698 - Written Comprehensive Examination (3)**

This exam will address the major tenants of school counseling, from individual and group counseling competencies, American School Counseling Association National Model implementation, historical and ethical aspects of school counseling, assessment techniques, and biblical integration. The intent of this exam is to demonstrate general knowledge and understanding of the role of the school counselor, utilizing a biblical world view as a guide for professional practice. 3 credits.

### **PSC 699 - Research Thesis (3)**

The Research Thesis is intended to give the student an opportunity to demonstrate the acquisition of improved research and writing skills, greater insight, and growth in competence for counseling through a major written project. 3 credits.

### **PSC 699C - Research Thesis Continuation (0)**

After students have registered for SG 699, they must register each semester (not including the summer and winter sessions) for SG 699C. The student service fee will be assessed. 0 credits.

## **RSC - Education**

### **RSC 524 - Children's Literature for Instructions (3)**

Literature written for children weaves a story, projects a character, defines a problem, and offers information. Each piece of these published works can provide the stimulus for classroom instruction in any and all subject areas. This course includes an examination of the genre designed for children and the instructional strategies of using literature in the elementary classroom. 3 credits.

### **RSC 526 - Literacy Assessment (3)**

A review of the diagnostic instruments for the accurate assessment and preparation of intervention for the needs of students in the classroom is included in this course. Emphasis is placed on the selection and application of the appropriate tools, programs, materials, strategies, and techniques available for classroom use. 3 credits. Prerequisite: CRT 513 or permission of the professor.

Prerequisite: ( CRT513 OR CR513GN ).

### **RSC 527 - Diagnostic Reading Instruction (3)**

This course is designed to provide procedures and materials for the assessment, diagnosis, and correction of reading difficulties, the evaluation of student progress, and the differentiation of techniques to offer effective instruction. 3 credits. Prerequisites: CRT 513 or permission of professor.

Prerequisite: ( CRT513 OR CR513GN ).

### **RSC 528 - Literacy Development and Language Acquisition for the English Language Learner (3)**

## **SEC - Education**

### **SEC 513 - Instructional Practices & Strategies (3)**

### **SEC 532G - Psychological Characteristics of Students with Special Needs (3)**

The social, emotional, mental, and sensory differences of special needs students are reviewed. The means for meeting these needs are described with the strategies for assisting these students to be successful in the inclusion classroom. 3 credits. Prerequisites: CRT 515 or permission of professor.

Prerequisite: ( CRT515 OR CR515GN ).

### **SEC 535 - Management Strategies for Special Students in the Regular Classroom (3)**

This course describes the prescriptive strategies for the management of students needing individual programs for instruction. The different classifications of the special students are examined to determine the appropriate strategies according to the individual needs. The strategies are those designed to be effective in the regular classroom and implemented by the classroom teacher. 3 credits. Prerequisites: CRT 548 or permission of professor.

Prerequisite: ( CRT548 OR CR548GN ).

### **SEC 537 - Technology for Teachers (3)**

Students with specific needs can be assisted by technology. This course will examine the technology available for teachers who assist in the instruction in an inclusion classroom. 3 credits.

### **SEC 539 - Legislation Dictating Special Services (3)**

The purpose of this course is to review the laws, regulations and policies directing the services required for special students in the schools. The history of these laws and the judicial decisions about these laws are discussed. Topics include case studies, current issues, as well as state and federal standards. 3 credits.

### **SEC 541 - ESL Culture & Communication (3)**

## **SGL-Church-Ministry-Leadership**

### **SGL 501 - Bib. & Theo. Foundations & Models of Small Group Ministries in the Church (3)**

This course will focus on the Biblical foundations for small group ministry and share the structural elements of various models for organizing small groups within the local church context. Included in the course content will be developing clear ministry objectives for small groups, assimilation strategies for motivating people to join small groups, and principles for leading change in the local church. 3 credits.

### **SGL 503 - Spiritual Formation Through Small Groups (3)**

This course will examine the principles of spiritual formation, emphasizing its application to the small group process. The content will also address using discussion techniques, framing and asking questions, handling discussion challenges, creating a safe learning environment, and facilitating meaningful group prayer and worship. In addition, the development of a personal philosophy of spiritual formation and formulating a personal plan for one's own spiritual growth will be explored. 3 credits.

### **SGL 505G - Adult Development & Learning in Small Group Ministry (3)**

This course overviews the field of adult development and learning. The areas to be explored will be biblical principles on the nature of men and women, understanding the developmental issues shaping generational cohorts, and theories and strategies of adult learning in the small group context. 3 credits.

### **SGL 507 - Equipping & Nurturing Small Group Leaders (3)**

This course will explore the various dimensions of recruiting, training and providing ongoing support for local church small group leaders. Included in the content will be understanding various theories and models of training using seminars, coaching, self-directed learning, and situational leadership. In addition, the course will cover principles for selecting, recruiting, and assessing the training needs for small group leaders. 3 credits.

### **SGL 509 - Developing Community Through Small Groups (3)**

This course will analyze the biblical and practical issues related to developing Christian community through the small group process. Topics examined will be the biblical patterns of community, levels and styles of communicating both thoughts and feelings in groups, cultural issues in developing community, cultivating listening skills, appropriate self-disclosure in groups, gender issues in communication, and interpersonal relationship styles. 3 credits.

### **SGL 511G - Small Group Support & Recovery Ministries (3)**

This course will explore the theological foundations of recovery ministries. In addition, the class will examine the unique designs of different kinds of small group support and recovery ministries, the types of curricular resources available, outreach strategies to use in the local church context, and the principles for developing distinctively Christian recovery ministries. 3 credits.

### **SGL 513 - Small Group Dynamics & Process (3)**

This course will focus on understanding the various theoretical constructs of group dynamics and their practical implications to local church small group ministry. The content will include group formation, norms to group life, roles of group members, group communication patterns as it relates to power and problem solving, conflict management, valuing diversity, developing small group covenants, setting group goals, and theories of group leadership. 3 credits.

### **SGL 515G - Small Group Leadership Seminar (3)**

A seminar in understanding the unique dynamics of local church small group ministry. The emphasis of the course will be on implementing strategies to foster healthy small group structures and will focus on solving common problems for developing small group ministries within the local church. 3 credits.

### **SGL 590 - Independent Study (3)**

This independent study course is for those occasions when a student may have an interest in an area of study related to his/her ministry that is not covered by the curriculum. Please contact your advisor or the ILEAD Services Office for additional information. 3 credits.

## **SPE - Education**

### **SPE 501 - Assessment and Special Education Processes (3)**

This course will provide teacher candidates with the knowledge and skills to link assessment and instructional decision making in inclusive settings for students with disabilities. Discussions and activities will include the processes for assessment, identification for eligibility, and IEP development that incorporates the individual needs of students and that is in compliance with state and federal laws. (3 credits)

### **SPE 502 - Meeting the Needs of Students with Autism & Behavioral Disorders (3)**

This course offers an overview of student characteristics, theory and teaching applications for students with Autism Spectrum Disorders (ASD) and behavior disorders. Major theories, etiological and diagnostic issues, classroom structure and environmental arrangements, research based instructional strategies, and family involvement will be discussed. Students will reflect on how these special needs impact their role as a teacher. Pre-requisite (3 credits)

Prerequisite: ( SPE501 ).

### **SPE 503 - Teaching Students with Specific Learning Disabilities & Intellectual Disabi (3)**

This course offers an overview of student characteristics, theory and teaching applications for students with specific learning disabilities and for students with intellectual disabilities. Major theories, etiological and diagnostic issues, research based instructional strategies, and family involvement will be discussed. Students will reflect on how these special needs impact their role as a teacher. (3 credits)

Prerequisite: ( SPE501 ).

### **SPE 504 - Teaching Students with Low Incidence Disabilities (3)**

This course offers an overview of student characteristics, and best teaching practices for students with low incidence disabilities, such as visually impaired, hearing impaired, traumatic brain injury, orthopedically impaired, and multiple disabilities. Etiological and diagnostic issues, research based instructional strategies, and family involvement will be discussed. Students will reflect on how these special needs impact their role as a teacher. (3 credits)

Prerequisite: ( SPE501 ).

### **SPE 505 - Professionalism, Ethical Practices and Collaboration (3)**

This course will explore the process of organizing and implementing meetings, such as IEP, CST, MDST, re-evaluation meetings etc. This includes how to work with outside agencies, paraprofessionals, and insurance companies. Additionally, students in this course will discuss best practices when collaborating with parents, teachers, and all stakeholders. This will include discussions on professional and ethical practices and laws, such as FERPA, procedural safeguards, state and CEC ethical guidelines, co-teaching and collaboration models, and types of power. (3 credits)

Prerequisite: ( SPE501 AND SPE502 AND SPE503 AND SPE504 ).

## **SPM - Sport Management**

### **SPM 501 - Leadership and Personnel Management in the Sports Industry (3)**

This course examines issues of management and organizational behavior within the broad context of the sports industry, with specific reference to issues of staffing, motivation, fundraising and communication. This course will provide an Introduction to leadership theory, as well as the tools and techniques for its practical applications, including how to most effectively put leadership theory to work on a daily basis within a sports organization.

### **SPM 502 - Ethics in Sports (3)**

### **SPM 503 - Sports Psychology (3)**

### **SPM 504 - Evangelism and Discipleship Methods in Sports Ministry (3)**

## **YMN - Student Ministry**

### **YMN 501 - Student Development, Culture & Contextualization (3)**

This course is designed to explore the spiritual development of adolescents as well as the physical, cognitive, and social identity of students. Special attention will be given to the area of student development and its overarching relationship to culture. A thorough synthesis of student development & culture will be done through the use of contextualization principles. 3 credits.

### **YMN 502 - Student & Family Systems Counseling (3)**

This course is designed to equip students in the essentials of counseling adolescents and their respective family systems. A family systems approach to counseling will be introduced and then used as the framework for understanding of how one can be healed through the counseling process. Special attention will be given to family histories and the synthesis of those histories through a process known as genogramming. 3 credits.

### **YMN 503 - Thinking Theologically in Student Ministry (3)**

This course is designed to help students think theologically within the primary discipline of student ministry. Special attention will be given to the area of how students fit into the overarching story of scripture and how theology should be the basis for a robust philosophy of student ministry. 3 credits.

### **YMN 504 - Spiritual Formation of Students (3)**

This course is designed to equip leaders in the art of soul tending within the student ministry setting. Special attention will be given to creating environments sensitive for spiritual formation practices. Within these environments, our focus will be centered on creating a community of co laborers who embody spiritual formation as a form of discipleship within students. 3 credits.

### **YMN 505 - Building Student Leadership in Ministry (3)**

This course is designed to train student ministry workers in the essentials of building healthy and fully equipped student leaders. A "Simple Student Ministry" approach to discipleship and programming will be our framework for training student leaders. Special attention will be given to the spiritual formation of the student leader synthesized with the skill sets needed for a student to lead effectively.

#### **YMN 506 - Creating a Glocal Student Ministry (3)**

This course is designed to equip ministry leaders in the area of creating a Glocal Student Ministry. Emphasis will be placed on creating local yet global missional communities for the purpose of incarnational living among student sub cultures. A thorough study will be done on the training and practice of engaging deep justice issues here as well as over there.

#### **YMN 507 - Youth & Young Adult Ministry Apprenticeship (3)**

This course is a designed apprenticeship program aimed at providing direct experience within a local student ministry setting. Under the guidance of an seasoned mentor, students will develop a personal philosophy of ministry, mission/vision for student ministry, and an overall team discipleship strategy approach for their respective ministry. Special attention will be given to creating a sustainable student ministry.

#### **YMN 590 - Independent Study (3)**

This independent study course is for those rare exceptions when a student may have an interest in an area of study related to his/her ministry that is not covered by the curriculum. This independent study course is for those occasions when a student may have an interest in an area of study related to his/her ministry that is not covered by the curriculum. Please contact your advisor or the Graduate School Office for additional information. 3 credits.

## **THE - Theology**

#### **THE 510 - Old Testament Theology (3)**

The theology of the Old Testament is considered according to major categories of systematic theology and the historical development of the biblical dispensations and covenants. 3 credits.

#### **THE 511 - New Testament Theology (3)**

The theology of the New Testament is approached systematically by major categories of theology, chronologically by historical development, and personally by authors. 3 credits.

#### **THE 520 - Selected Topics in Systematic Theology (3)**

A study of selected topics in systematic theology that increases one's general understanding of the Bible and one's specific understanding of relevant biblical and historical data. 3 credits.

#### **THE 522 - Contemporary Theology (3)**

This course covers significant individuals, movements, events, and fundamental tenets of the Christian faith that have shaped contemporary theologies from the nineteenth century to the present in the Western theological tradition. Through study of these traditions, the student will be able to understand and respond to these movements and their influence in Western Christianity. Attention will be given to selected primary sources.

#### **THE 523 - Theologies of Liberation (3)**

This course covers the rise and development of theologies of Liberation during the 20th century to the present. This will include focus on the original Latin American context for this theology and resulting theologies of liberation in various cultural contexts. Special attention will be paid to African-American and other expressions of liberation theology within the North American context.

**THE 531 - Theological Classics (3)**

Literary consideration of selected portions of theological and devotional materials that have had significant impact on the church. Included are sections from Augustine, Thomas Aquinas, Thomas a Kempis, Luther, Calvin, Bunyan, Spurgeon, Warfield, Barth, Bultmann, Bonhoeffer, and Lewis. 3 credits.

**THE 535 - Christianity in the Contemporary World (3)**

This course helps students develop an integrated Christian worldview, an understanding of Christian vocation, and an understanding of how Christianity should engage contemporary culture. Through this course, the student will see the truth and beauty of the Christian worldview and how this worldview informs all of life. (3 credits)

**THE 541 - Foundations of Theology of Culture (3)**

This course is an overview of culture from a theological perspective, including a survey of Christian approaches to cultural engagement. Practitioners will be equipped to apply godly wisdom to their interaction with culture in their vocational roles. Practical skills are employed to focus biblical principles of living in specific cultural contexts. (3 credits)

**THE 542 - Theological Interpretation of Media (3)**

This course will apply tools of interpretation to contemporary media in its various forms. (3 credits)

**THE 543 - Cultural Analysis and Engagement (3)**

This course explores principles and practices to evaluate culture in its various expressions, including contemporary American culture. It will also highlight ways in which culture has shaped religious practice and belief in history. Special focus will be placed on strategies and practices to interact with culture with theological awareness and wisdom.

**THE 590 - Independent Study (3)**

This independent study course is for those occasions when a student may have an interest in an area of study related to his/her ministry that is not covered by the curriculum. Please contact your advisor or the ILEAD Services Office for additional information. 3 credits.

# Academic Information

## Academic Calendar

The academic year consists of a fall semester (September-December), a January winterim, a spring semester (January-May), and courses throughout the summer. An orientation course is offered online any time a student enters a program.

### 2019-2020 Academic Calendar

TERM	DAY	DATE	DETAILS
<b>Summer 2019</b>			
Term Begins	Monday	May 13	
Memorial Day	Monday	May 27	Offices Closed
Independence Day	Thursday	July 4	Offices Closed
Term Ends	Friday	August 16	
<b>Fall 2019</b>			
Term Begins	Monday	August 26	
Labor Day	Monday	September 2	Offices Closed
Thanksgiving	Thursday-Sunday	November 28-Dec. 1	Offices Closed
December Commencement Ceremony	Friday	December 13	For all Seminary and Graduate School Graduates
Term Ends	Friday	December 13	
Christmas/ New Year's Day	Wednesday-Wednesday	December 25 – January 1	Offices Closed
<b>Winterim 2020</b>			
Term Dates		January 2-11	
<b>Spring 2020</b>			
Term Begins	Monday	January 13	
Martin Luther King, Jr. Day	Monday	January 20	Offices Closed
Good Friday	Friday	April 10	Offices Closed

Term Ends	Friday	May 8	
Spring Commencement Ceremony	Friday	May 8	For all Seminary and Graduate School Graduates (except Washington, D.C.)
Spring Commencement Ceremony	Saturday	May 9	For Washington, D.C. Graduates

# Academic Integrity and Plagiarism Policy

## Academic Integrity and Plagiarism Policy

Academic integrity is essential in higher education. As a testimony to God and faithfulness to the original work of others, the Seminary and Graduate School prioritizes integrity in all matters, particularly related to research and writing. Christian leadership should reflect the character and conduct reflective of the high calling and privilege of graduate education. It is the student's responsibility to be knowledgeable as to what constitutes plagiarism. In order to maintain faithfulness in such matters, the following definitions and procedures are adhered to in the program.

### Academic dishonesty includes but is not limited to:

1. **Plagiarism:** Submitting as one's own work part or all of any assignment that is copied, paraphrased, or purchased from another source, including online sources, without the proper acknowledgment of that source.
2. **Fabrication:** Submitting altered, contrived, or invented information in any academic assignment.
3. **Misrepresentation of Academic Records:** Tampering with any portion of a student's record.
4. **Facilitating Academic Dishonesty:** Helping another individual violate the Academic Integrity Policy.
5. **Unfair Advantage:** Attempting, in an inequitable manner, to gain a more favorable playing field than fellow students have on an academic assignment.
6. **Multiple submissions:** Submitting the same work to fulfill the requirements for more than one course without authorization of all instructors involved. No more than 10% of a previous course paper should be used in an assignment for another course.
7. **Tolerating Academic Dishonesty:** When a student knows about academic dishonesty and fails to address it with the other student, that student is complicit in the dishonesty. If the confronted student fails to confess to the monitor and cease and desist, the other student is responsible to address the issue with the professor.

### Types of Plagiarism:

1. **Direct plagiarism:** Word-for-word transcription of someone else's work, without citation and quotation marks.
2. **Self-plagiarism:** Submitting one's own work from previous classes without permission of the professors. As noted, no more than 10% of a previous course should be used in an assignment for another course.
3. **Mosaic plagiarism:** Borrowing phrases from a source without quotation marks.
4. **Accidental plagiarism:** Neglecting to cite sources, misquoting sources, or unintentionally paraphrasing a source by using similar words.
5. **Adopting someone else's work:** Submitting an assignment written by someone else.

### Procedures for Violations of Academic Integrity

In a course, each faculty member is responsible to monitor his/her class for academic integrity.

1. If a violation of the Academic Integrity Policy is suspected, the professor should meet with the student(s) to discuss the incident and determine, to the professor's satisfaction, whether or not a violation has occurred. Professors and student(s) may choose to have a witness present at the discussion. Both parties should be notified that a witness will be present and have opportunity to bring his or her own witness. The professor should thoroughly discuss the evidence of the offense then report the violation to the Program Director.

2. If a student is accused of violating the Academic Integrity Policy, but subsequently the professor determines that the student is innocent or insufficient evidence exists to justify further action, the student should be informed. No report of the accusation or of the professor/student meeting should be filed with the Program Director.
3. If the professor determines that a violation has occurred, a report should be filed with the Program Director. A duplicate of the report should be provided to the student. (The faculty member must keep originals of tests, papers, and/or projects that provide evidence of the violation.) The report of violation should include the following:
  - a. A complete description of the incident, including date of meeting with the student.
  - b. Conclusions regarding exact nature of the violation.
  - c. Copies of original tests, papers, and/or projects that provide evidence of the violation.
  - d. Faculty recommendation.
4. The Program Director shall convene an interview to determine the appropriate penalties for the offense.
5. The Program Director shall determine the appropriate consequences and penalties (see below). The conclusion will be sent in written form to the Registrar, respective faculty member for the course, and the student. The letter will be kept as part of the student's record in the Registrar's office.
6. The program desires to act in a redemptive manner rather than one that is punitive. The Program Director will aim to facilitate redemptive growth in the student throughout the process.

## Penalties for Violation of the Academic Integrity Policy

The consequences and penalties for academic dishonesty are as follows:

1. For a first offense, the offense will be as follows: After meeting with the student, the Program Director will determine with the professor the gravity and intentionality of the violation.
  - a. If the violation is deemed minor and unintentional, the student will receive a failing grade for the assignment.
  - b. If the violation is major and intentional, the student will receive a failing grade for the course thus requiring the student to retake the course in its entirety. In addition, the student will be placed on academic probation for a minimum of one year.
2. For subsequent offenses, the penalty will be as follows:
  - a. Two minor/unintentional offenses will result in failure of the course thus requiring the student to retake the course in its entirety. In addition, the student will be placed on academic probation for a minimum of one year.
  - b. Three minor/unintentional offenses will result in the Program Director recommending to the President that the student be expelled.
  - c. If the second offense is flagrant regardless if the first offense was unintentional or flagrant, the Program Director will recommend to the President that the student be expelled.
3. The Program Director will determine what sanctions will be imposed when a student confesses to having cheated in any course already completed.
4. In terms of academic probation, after one year, the Program Director will review the student's work from the previous year and meet with the student. If the student has exhibited academic integrity, academic probation will be lifted.

## Appeals Process for Violation of the Academic Integrity Policy

The student may appeal in writing to the Department Chair. A student's intent to appeal a Program Director's response to a violation must be communicated in writing to the Department Chair within one week of the receipt of the written notification from the Program Director detailing the incident. The Department Chair should hear both the Program Director and the student on the issue as well as review the documents. The Department Chair may convene a committee to review the matter. The decision by the Department Chairman may be appealed next to the Registrar. In the absence of resolution, a final appeal can be made to the Provost who has the final authority to remediate the action.

## Academic Dismissal

Students will be academically dismissed after being on probation for two consecutive enrollment periods as a registered student. Students will be notified by letter from the Chair of the respective department giving oversight to one's major and the Registrar of Lancaster Bible College | Capital Seminary & Graduate School.

When students are academically dismissed, they have the right to appeal for reinstatement if they believe there were extenuating circumstances involved with their poor performance. The appeal must be written and submitted to the Chair of the respective department giving oversight to one's major within 30 days of receiving the letter of dismissal. The appeal will be considered by the Student Appeals Committee.

## Academic Probation

Student academic records will be reviewed following the fall, spring, and summer enrollment periods. Students will be placed on academic probation for the next enrollment period if their GPA falls below a 2.5 for students enrolled in the seminary programs and a 3.0 for the graduate school programs.

## Admissions

Lancaster Bible College/Capital Seminary & Graduate School is an equal opportunity institution that does not discriminate on the basis of race, color, sex (except where sex is a bona fide occupational qualification), ancestry, national origin, age, disability, veteran status, or genetic information. This policy applies to all terms and conditions of employment, admission to and enrollment with the College. For admission criteria and application process, see individual programs.

## Assessment Plan for Programs/Institution

Lancaster Bible College | Capital Seminary & Graduate School exists for the purpose of educating Christian students to think and live a biblical worldview and to proclaim Christ by serving Him in the Church and society. Our vision is to be a premier learning community that intentionally develops the head, heart and hands of servant ministry leaders for global impact. Both mission and vision are integrated through the more general Institutional Values & Goals, Core Knowledge & Skills, Bible & Theology Outcomes, and Arts & Sciences Outcomes, as well as the more specific program and course objectives. Our Philosophy of Education, then, unites the academic community in function and direction to fulfill our mission and vision at all levels.

- Further assessment details are located at <http://effectiveness.lbc.edu/assessment>.
- The full planning and assessment document for Lancaster Bible College | Capital Seminary & Graduate School can be found at Planning & Assessment @ LBC.

## Audit Students

Most courses may be audited when classroom space is sufficient. Auditors do not earn credit and are not required to submit written assignments or take examinations. If auditors wish to do the assignments and take the examinations, they should arrange this with the professor to confirm that he/she is willing to grade them. Professors are not required to grade the work of auditors. If the work is completed and graded, an audit may not be changed to credit status.

Participation in class discussions is permitted. Auditors should be sensitive to credit students and not monopolize or sidetrack discussions. Auditors should complete the reading assignments to enhance their learning and class participation.

Auditors must register to audit a course, and must attend at least one-half of the class sessions. A student enrolled as an auditor will be dropped from the course for excessive absences or when in the judgment of the professor, such action is justified. A Dean of Capital must be consulted in those situations not involving absences. The student will receive notification if dropped from the course.

Guidelines for registering are as follows:

- **Alumni:** Alumni of Capital Seminary & Graduate School may register to audit a course by contacting Adult Learner Services (717-560-8282). No other information is required. The only cost is the student service fee. Limit one course per semester.
- **Students:** Students may audit a course by indicating such at registration. The audit fee and student service fee will be assessed.
- **Student Spouses:** Spouses of students may register to audit a course by contacting Adult Learner Services (717-560-8282). The only cost is the student service fee. Limit one course per semester.
- **Others:** Other individuals may audit a course, as space is available. Admission will be granted through a non-degree application from Adult Learner Services (717-560-8282). The audit fee and student service fee will be assessed.

# Campus Safety and Right to Know Act

A full Report detailing safety procedures and any consumer information is located at our consumer information page, <http://www.lbc.edu/about/student-consumer-information/index>.

## Class Attendance

Attendance at all on-site class sessions, and participation in all online forums, is expected. Failure to fully engage in these on-site sessions and forums will minimize the benefit of the course to the student, in addition to adversely affecting one's final grade. Due to the compressed time frame for residency in blended courses, attendance is required for the full residency time. However, certain extenuating circumstances may keep a student from attending the full residency portion of a course. Proper communication from student to professor is expected for the purpose of establishing an alternate plan for course completion. Each of these rare cases will be handled individually between the professor and student.

## Complaints or Grievances

The following links provide information regarding the filing of complaints or grievances against Lancaster Bible College | Capital Seminary & Graduate School or its employees acting on behalf of the college.

**STUDENTS:** Follow the link here for grievance policies. Students will not be subject to any unfair action or treatment as a result of initiating a complaint or grievance. Students also have the right to go directly to one of the agencies listed below.

**EMPLOYEES:** See the current Employee Handbook for various policies and procedures or contact the Director of People Development & Human Resources at [humanresources@lbc.edu](mailto:humanresources@lbc.edu). Employees also have the right to go directly to one of the agencies listed below.

**PROSPECTIVE STUDENTS, PARENTS, AND OTHERS:** We encourage initial complaints or grievances to be filed with our Director of People Development & Human Resources (PDHR) at [humanresources@lbc.edu](mailto:humanresources@lbc.edu). The PDHR Department has policies, procedures, and forms in place for specific complaints and grievances and can be viewed here. Individuals also have the right to go directly to one of the agencies listed below.

## External Accountability Agencies

Individuals have the right to go directly to one or more of the agencies listed below to initiate a complaint or grievance if the student complaint cannot be resolved after exhausting the school's grievance procedure. The student should submit written complaints to:

### **Middle States Association of Colleges and Universities**

3624 Market Street  
Philadelphia, PA 19104

### **Association for Biblical Higher Education**

5850 T. G. Lee Blvd, Suite 130  
Orlando FL 32822

### **Pennsylvania Department of Education**

Bureau of Postsecondary and Adult Education  
333 Market Street, 12th Floor  
Harrisburg, PA 17126

### **Maryland Higher Education Commission**

Associate Director for Private Career Schools  
6 N. Liberty Street, 10th Floor  
Baltimore, MD 21201

### **Florida Department of Education**

Commission for Independent Education  
325 W. Gaines Street, Suite 1414

Tallahassee, FL. 32399

**Tennessee Higher Education Commission**

404 James Robertson Parkway, Suite 1900

Nashville, TN 37243

## Continuous Enrollment

Continuous enrollment is encouraged and expected in all Capital programs. It is understood that extenuating circumstances occur which may prevent a student from enrolling in a given semester. However, this should be viewed as an exception, so the program can be completed within the five-year limit. Should a student not enroll for a 180-day period, he/she will be placed on non-student status and will need to reapply. A readmission application is available from Adult Learner Services (717-560-8282). Student records will be reviewed once a year during the summer months. See Planned Return Policy for further details.

## Course Withdrawal

A student may withdraw from a course during the first sixty percent of class sessions and receive a grade of W (withdrawal). Course withdrawal beyond sixty percent will result in a grade of "F". Tuition refunds will be made according to policies established by Capital Seminary & Graduate School as listed in the section on Financial Information (p. 161).

## Grading System

Grades are available to students in MyCommunity (online student management system) at most 6 weeks after the end of the semester or course session. Capital follows the 4.0 grade point system. The grades, grade points, and their interpretation are as follows:

A	4.0	Excellent
A-	3.7	
B+	3.3	
B	3.0	Good
B-	2.7	
C+	2.3	
C	2.0	Average
C-	1.7	
D+	1.3	
D	1.0	Passing
D-	0.7	
F	0.0	Failure
I	Not figured in GPA	Incomplete
W	Not figured in GPA	Course Withdrawal
S	Not figured in GPA	Satisfactory

U	Not figured in GPA	Unsatisfactory
AU	Not figured in GPA	Audit

Incomplete grades are given at the discretion of a faculty member.

## Nondegree Students

Prospective students may apply and be admitted as nondegree students. Admission criteria and application procedures are available through Adult Learner Services (717-560-8282).

Admission as a nondegree student is considered for one of the following four reasons:

- **Anticipated Admission:** The nondegree student is planning to apply as a degree student, but is uncertain as to the program or time of formal admission. A maximum of twelve (12) credits may be taken prior to admission. Credits will only apply toward the degree if they are part of the curriculum.
- **Enrichment:** The nondegree student is taking master level courses for personal and/or professional enrichment. A master's degree is not envisioned.
- **PA School Certification:** The nondegree student is applying only for Pennsylvania school certification. Application for a master's degree is not included.
- **Transfer:** The nondegree student is taking master level courses to transfer to his/her program at another institution. The student must supply a letter from the student's institution stating that the student is in good standing and transfer credit will be accepted.

Coursework requirements for nondegree students are the same as for degree students. Upon completion of the requirements, credit is awarded and a transcript is available.

(Nondegree students are not to be confused with audit students. Please see the section "Audit Students" for information about auditing a course.)

## Student Classification

### Matriculating Student

Students who have formally applied and been admitted into a degree program.

### Nondegree Student

Students who have submitted a Nondegree Application and have been accepted as a nondegree student. These students are not eligible to receive a degree or certificate.

### Full-Time Student

Grad/Sem: Student enrolled for six or more credits per enrollment period.

Doctoral: Students enrolled for eight or more credits per enrollment period.

### Part-Time Student

Grad/Sem: Student enrolled for five or less credits per enrollment period.

Doctoral: Students enrolled for seven or less credits per enrollment period.

## Readmission

Students not enrolled for any class for more than 180 days are withdrawn from Capital Seminary and Graduate School. Students wishing to be readmitted can obtain a Readmission Application from their assigned Student Experience Specialist. If reinstated, students are subject to the graduation requirements as contained in the catalog at the time of their readmission.

# Student Rights Under FERPA

## What is FERPA?

The Family Educational Rights and Privacy Act (FERPA) affords you, the student, certain rights with respect to your educational record once you are admitted as a student to the College.

- FERPA Letter to Parents and Students
- LBC FERPA Permission to Release Information Form

## What are my rights under FERPA?

As a college student you have four rights under FERPA: (Forms to exercise rights #1-3 are available in the registrar's office)

1. To inspect and review your educational record within 45 days of your request.
2. To request amendment of your educational record.
3. To have some control over the disclosure of personally identifiable information from your educational record, except in the areas that FERPA authorizes disclosure without student consent.
4. To file a complaint with the US Department of Education concerning alleged failures by the College to comply with the requirements of FERPA.

## What documents are included in my educational record?

Student educational records are specifically defined as all paper and computer records, files, documents, and other materials that contain information directly related to you, the student, and maintained by LBC or someone acting for the College according to policy. Excluded from student educational records are records of instructional, supervisory, and administrative personnel in the sole possession of the maker and that are not accessible or revealed to any other person, except a substitute. Additionally, notes of a professor or staff member intended for his/her own use are not part of the educational record, nor are campus security records, parents' financial statements, application records of students not admitted to the College, alumni records, or records of physicians, psychiatrists, psychologists, or other recognized professionals.

Educational records are maintained by, but are not limited to the following offices, departments, and/or individuals: Registrar's Office, Financial Aid Office, Business Office, Student Services Office, placement office, and academic advisors.

## What is Directory Information?

Some information about students is considered "Directory Information." Directory information may be publicly shared by the institution without student consent unless the student has taken formal action to restrict its release. "Directory Information" at LBC includes: name, address (current, local, home, and electronic mail), telephone number (current, local, and home), date of birth, parent/spouse contact information (address and phone number), photo, major/program, weight and height (athletic teams), date(s) of attendance, enrollment status (full-time, part-time, not enrolled), date(s) of graduation, degrees and awards received, and participation in officially recognized activities and sports.

## Can I control the release of Directory Information?

Yes, you can restrict the public release of directory information by completing a form available in the registrar's office. You should carefully consider imposing a restriction on the Directory Information. The limits of the College's student information system make it an all or nothing option. For example, your friends would not be able to obtain your directory information nor would the College be able to use it in graduation programs and news releases. This restriction should be reserved for extreme circumstances or on the advice of a legal or medical professional.

## Who and under what circumstances can someone access my educational record?

According to FERPA regulations, no one has access to your educational record (other than directory information) without your written permission, except: (1) a school official (defined as: administrators, faculty, professional staff, staff, student workers, and students serving on official College committees) who has a legitimate education interest (defined as: the information or records requested are relevant and necessary to the accomplishment of some task or determination related to the inquirer's employment responsibilities/committee responsibilities or are acting within the course and scope of their employment and/or authority). (2) a parent or guardian who presents a certified copy of the most recent federal income tax form that reports you as a dependent. Other, less common individuals who may access your educational record without your consent include: (3) authorized representatives of accrediting agencies, as well as federal, state, and local government offices, persons or organizations providing financial aid to a student, (4) persons in compliance with a judicial order or subpoena, (5) persons in an emergency if the protected information is needed to protect the safety of the student or other persons, (6) parents regarding the student's violation of any federal, state, or local law, or any college policy or rule governing the use of alcohol or a controlled substance as long as the institution has determined that there has been a violation and the student is under the age of 21 at the time of disclosure, (7) the victim of an alleged perpetrator of a crime of violence or a non-forcible sex offense (limited to the final results of the disciplinary proceeding conducted by the College), and (8) the public in relation to a determined crime of violence or non-forcible sex offense that violates College policy or rule (disclosure limited to the student's name, the violation, and any sanctions imposed by the institution against the student).

## Am I required to use my social security number as a personal identifier?

A Federal court ruling upheld the use of the social security number as a personal identifier for administrative purposes in higher education. We protect the privacy of the social security number as required by FERPA. However, you may request (form available in the Registrar's Office) the assignment of an alternate identification number. Effective January 2002, any new students admitted to LBC will no longer have a social security number as a personal identifier for administrative LBC purposes.

## Which College Officer is responsible for administering the FERPA guidelines?

The Office of the Registrar is responsible for the institutional compliance with the FERPA guidelines and maintenance and release of the educational record. Questions, interpretations, further explanations, or concerns about FERPA and the College's FERPA policy are to be directed to the registrar.

## How do I file a complaint with the US Department of Education?

Complaints are to be filed with the:

Family Policy Compliance Office  
US Department of Education  
600 Independence Avenue, SW  
Washington, DC 20202-4605

# Transfer Credit - Master's Programs

## Transfer of Credits to Capital Master's Programs

Students transferring from theological seminaries or graduate institutions with accreditation recognized by the U.S. Department of Education will be given advanced standing to the extent that their credits approximate the curriculum of Capital Seminary & Graduate School (Capital). Students planning to take courses at other institutions to apply toward Capital's degree programs should secure prior approval from the Registrar for acceptance of these courses.

*Please see your program's Transfer of Credits section for specific policies.*

## **Transfer of Credits to Other Institutions**

Capital cannot guarantee the transfer of course credits to other receiving institutions. This is because programs and requirements differ between institutions and transfer decisions are made by the receiving institution. Students who are taking courses at Capital and planning to transfer their earned course credits to another institution should contact the receiving institution to confirm the transferability of Capital's course credits to the receiving institution.

## **Transfer Credit Doctoral Programs**

Students transferring from theological seminaries or graduate institutions with accreditation recognized by the U.S. Department of Education will be given advanced standing to the extent that their credits approximate the curriculum of Capital Seminary & Graduate School. Transfer credits must be from a doctoral program with a final grade of "B" or higher. MA or MDIV credits cannot be used towards advanced standing in a doctoral program. Students can transfer no more than 50% of a degree. For specific information or questions, applicants or students must consult the program director.

## **Transcripts/Student Records**

### **Transcripts**

Since Lancaster Bible College | Capital Seminary & Graduate School is regionally and nationally accredited, students should be able to transfer most credits to other institutions. An initial transcript will be provided without charge upon the presentation of a written Transcript Request form to the Registrar's Office. Additional copies of transcripts may be requested in writing for the established fee. Such transcripts will be forwarded by mail to appropriate institutions, but are not issued directly to students. Transcripts will not be issued for students who have outstanding account balances.

### **Student Records**

Student records, including transcripts, are maintained electronically in a computer database and in paper form for graduates indefinitely. Those withdrawn from a program prior to completion will have their records on file for a minimum of three years from the withdrawal date. Transcripts for courses taken with Lancaster Bible College | Capital Seminary & Graduate School will remain indefinitely. All student records are kept confidential according to FERPA.

# Financial Information

## Doctoral Studies

The program tuition and fees includes academic fees and tuition charges. **Tuition will not increase during the duration of your program.** Additional expenses *not* included are application fee, transcript fees, continuation fees, books, software purchased by the student, housing, meals, travel, dissertation or project binding expense, and continuation fees.

Students may select a payment plan:

- Payment for program in full prior to the start of the program.
- Payments by Term: Payments are due two weeks prior to the start of each term.
- Payment Plans: Payment Plans may be arranged through the Solution Center. More information is found under "Paying Your Bill" in the student portal.

A deposit of \$2,000 is due upon acceptance into the program. The deposit is non-refundable and serves to hold the student's seat in this limited enrollment program.

## Doctoral Programs Cost Structure

### Program

PhD in Biblical Studies	Cost
Non-refundable Program Deposit (due at time of acceptance)	\$ 2,000
All Inclusive Program Fee (includes tuition and all fees)	<u>\$36,670</u>
Program Total	\$38,670

### PhD in Leadership

Non-refundable Program Deposit (due at time of acceptance)	\$ 2,000
All Inclusive Program Fee (includes tuition and all fees)	<u>\$36,670</u>
Program Total	\$38,670

### Doctor of Ministry (2018 Start)

Non-refundable Program Deposit (due at time of acceptance)	\$ 2,000
All Inclusive Program Fee (includes tuition and all fees)	<u>\$18,740</u>
Program Total	\$20,740

*Students are responsible for travel costs associated with attending all residence experiences.*

## Additional Doctoral Program Fee

Fee Type	Cost
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Continuation Fee (after 4 years for PhD; after 3 years for DMin)

\$1,000 per term

## Federal Refund Policy

Students who completely withdraw from classes during the first 60% of the enrollment period and have received federal Direct Loans will be subject to the Federal Refund Policy. This policy is in addition to the Capital Seminary and Graduate School's institutional refund policy. The student's withdrawal date is either:

- The date the student began the Capital Seminary & Graduate School withdrawal process or officially notified Capital Seminary & Graduate School of the intent to withdraw;
- The midpoint of the enrollment period for a student who leaves without notifying Capital; or
- The student's last date of enrollment at a documented academically-related activity.

Students may only receive the amount of federal aid money that they have "earned" which is determined by a special federal refund formula. A copy of the worksheet used for this calculation can be requested from the Financial Aid Office.

Refunds will be returned in the following order: Unsubsidized Federal Direct Loans, Capital Seminary & Graduate School aid, and private aid.

## Financial Aid

Financing a college education can be an overwhelming experience. As costs continue to rise, LBC | Capital continues to provide a variety of financial aid options. LBC | Capital participates in the federal and state aid programs. The College also offers many scholarships, as well as other opportunities, to help students finance their education.

For complete details on financial aid opportunities, visit the Tuition & Financial Aid pages under the Admissions & Financial Aid sections of our website.

## Financial Aid Eligibility

### Satisfactory Academic Progress

All students are subject to the academic standards of the college. Students receiving financial aid must also meet other requirements as described below in order to continue to receive financial aid.

#### Academic Year Definition

The academic year for the seminary is composed of seven enrollment periods consisting of six-week courses that cover over 42 weeks of instructional time. The academic year for the graduate school consists of two enrollment periods consisting of 30 weeks of instructional time.

#### Satisfactory Academic Progress Requirements

In order to maintain financial aid eligibility, a student must meet the following requirements of satisfactory academic progress:

Students enrolled in the M.A., M.Ed., and all Doctoral Programs:

- Must maintain cumulative GPA of 3.0
- Must have a 67% completion rate

Students enrolled in the MDiv, M.A.B., M.A.M., and Certificate Programs:

- Must maintain cumulative GPA of 2.50
- Must have a 67% completion rate

Maximum Time Frame for Completion of Education Objective:

Students must complete their degree program within 150% of the published length of their degree program.

### **Evaluation of Academic Progress:**

For students enrolled in certificate programs or programs that are less than one year, satisfactory academic progress will be evaluated at the end of each payment period. If a student fails to make satisfactory academic progress at the end of the first payment period, he or she will be placed on “Academic Warning.” The student may continue to receive Title IV aid for one payment period and no appeal is necessary.

Students enrolled in programs of longer than one year will be evaluated at the end of each academic year. The total (cumulative) academic record is considered when academic progress is evaluated (not just terms when financial aid was received). Students who are not successfully completing courses at the minimum levels as outlined are considered to be making unsatisfactory progress and will not be eligible for financial aid for the following semester.

### **Appeal Process:**

Students may appeal financial aid termination status in writing on the appeal form available through the Solution Center. Such appeals must be made within 30 days after the date of the letter of notification and must include appropriate request documentation. The appeal must be in written form, addressed to the Financial Aid Director for consideration by the Financial Aid Committee. Mitigating circumstances that would be considered upon appeal as adequate reasons for reinstatement would be:

- student illness, accident, or hospitalization
- death or illness of parent or relative
- other family emergencies or unusual circumstances

The appeal must include why the student failed to make satisfactory academic progress, and what has changed that will allow the student to make satisfactory academic progress for the next semester.

If the appeal is granted, the student will then be placed on “Academic Probation” and will be allowed to receive Title IV aid for the next payment period or be placed on academic plan that will ensure the student is able to meet satisfactory academic progress by a specific point in time.

## **Graduate School**

**The cohort program package price for the student will not increase during their program as long as the student remains in their cohort schedule.** Payment plans are available through the Solution Center at 717-560-8254, or email Solution Center.

### **Program Cost Structure**

<b>Program</b>	<b>Full Program</b>	
<b>Master of Arts in Professional Counseling-PA</b>	<b>48 Credits</b>	
		\$27,760
<b>Master of Arts in Professional Counseling-MD</b>	<b>60 Credits</b>	
		\$34,700
<b>Master of Education, Consulting Resource Teacher</b>	<b>39 Credits</b>	<b>Audit per Course</b>

\$21,580 \$295

**Master of Education in School Counseling****48 Credits****Audit per Course**

\$26,560

\$295

**Student Fees**

<b>Fee Type</b>	<b>Cost</b>
Application Fee	\$40
Student Service Fee*	\$55 (per course, included in cohort fee)
Student Service Fee*	\$75 (per term if not in cohort)
Late Registration Fee	\$50
Readmission Fee	\$25
Account Service Fee	\$125 (one-time fee applied to any unpaid balance over \$500 each term)
Monthly Service Fee	\$40 (applied to any balance over \$100)
Return Check Fee	\$40
Schedule Change (add/drop)	\$15
Transcript Fee	\$8
<b>Capstone Fees</b>	
Bible Entrance Exam Fee	\$20
Library Binding Fee	\$30
Microfilm Fee	\$25
<b>Project Fees</b>	
Personal Copy Binding Fee (optional)	\$25
CPS501 Orientation to Counseling & Psychology	\$55
CPS525 Counseling & Psychological Assessment Techniques I	\$60
CPS551 Counseling & Psychological Assessment Techniques II	\$90
MHC551 Counseling & Psychological Assessment Techniques II	\$50
PSC523 Leadership & Advocacy	\$50
PSC601 Prof. Srv I in School CNS	\$50
PSC602 Prof School CNS Internship	\$50

\*Student Service Fee includes access to Library, Computer Lab, as well as parking on campus. Fee does apply to non-cohort programs.

Lancaster Bible College | Capital Seminary & Graduate School reserves the right to make adjustments in fees and tuition costs. Current information is contained in the semester registration materials.

## Payment Policy

Lancaster Bible College | Capital Seminary & Graduate School offers students two methods by which they may pay their bill:

1. Pay all charges for the semester in full (after deducting your confirmed financial aid) by the following due dates: Winter/Spring - December 15, Summer - May 15, Fall - August 15
2. A monthly payment plan is available through NelNet Business Solution. For more information, contact the Solution Center at 717-560-8254, or email Solution Center.

PLEASE NOTE: If you are unable to pay for the semester in full, you must enroll in the monthly payment plan. Failure to comply with one of the two plans listed above will generate an account service fee of \$125 plus \$40 per month on any unpaid balance.

## Seminary

The cohort program package price for the student will not increase during their program as long as the student remains in their cohort schedule. Payment plans are available through the Solution Center at 717-560-8254, or email Solution Center.

### Program Cost Structure

Program	Full Program
<b>Master of Arts in Biblical Studies</b>	<b>48 Credits</b> \$26,560
<i>Prices do not include application fee, payment plan fee, books, add/drop fees or any other applicable fee.</i>	
<b>Master of Arts in Christian Care</b>	<b>48 Credits</b> \$26,560
<i>Prices do not include application fee, payment plan fee, books, add/drop fees or any other applicable fee.</i>	
<b>Master of Arts in Ministry</b>	<b>48 Credits</b> \$26,560
<i>Prices do not include application fee, payment plan fee, books, add/drop fees or any other applicable fee.</i>	
<b>Master of Divinity</b>	<b>72 Credits</b> \$39,840

**Additional 30 credits after completing Capital's MABS, MACC, or MAM**

\$16,600

*Prices do not include application fee, payment plan fee, books, add/drop fees or any other applicable fee.*

**Graduate Certificates**

**Tuition per Credit**

**Audit Per Course**

\$535

\$295

## Solution Center

Students and guests are the number one focus at LBC / Capital Seminary and Graduate School. The Solution Center is your first stop for questions about billing, financial aid and registration as well as other general college questions.

At the Solution Center, students and guests receive help with changing their schedule, paying their bill, or finding a location on campus, just to name a few. The Solution Center works in coordination with the Business Office, the Financial Aid Office, the Registrar's Office, and other offices on campus to provide students and guests the best possible service by answering their questions or assisting them in finding the answers.

Students who need to add or drop a class, set up a payment plan, or check on their financial aid should stop by and talk with the helpful staff in the Solution Center, located in the lobby of the Esbenshade Enrollment Center. Students may also call 717.560.8254 or contact them by email.

## Tuition Refund Policy

Capital Seminary & Graduate School tuition refunds are based on percentage of course completed.

0% to 10% of the course	100% refund
11% to 20% of the course	90% refund
21% to 30% of the course	75% refund
31% to 40% of the course	50% refund
41% to 50% of the course	25% refund
51% to 100% of the course	No refund
Audit	No refund

## Veteran's Educational Benefits

Lancaster Bible College|Capital Seminary is approved to offer Veterans Educational Benefits at our Lancaster, Philadelphia, and Greenbelt, MD campuses. Lancaster Bible College also participates in the Yellow Ribbon Program.

General information regarding VA educational benefits can be found at <https://benefits.va.gov/gibill/>. A listing of approved LBC programs by the State Approving Agency is also available on this site.

Eligible students must apply for their benefits at the above website; submit their Certificate of Eligibility and LBC Application for VA Benefits to the LBC School Certifying Official at [militarybenefits@lbc.edu](mailto:militarybenefits@lbc.edu). See our link at <https://www.lbc.edu/admissions-financial-aid/military/military-scholarships-benefit-information/> for further information.

Lancaster Bible College will not impose any penalty, including the assessment of late fees, the denial of access to classes, libraries, or other institutional facilities, or the requirement that a covered individual borrow additional funds, on any covered individual because of the individual's inability to meet his or her financial obligations to the institution due to a delayed disbursement funding from VA under Chapter 31 or 33.

Students must maintain satisfactory academic progress according to their program's guidelines in order to maintain eligibility. Students must also communicate any changes of enrollment or change of program to the VA Certifying Official.

### **VA Training Time for Graduate/Seminary/Doctoral Students**

The VA Training Time refers to how the Department of Veterans Affairs views your course load, in order to determine the amount of housing benefit you will be paid. When your GI Bill® benefit is certified, your school certifying official is required to report the number of credit hours you are taking and your training time for each enrollment period. Please see the paragraph below that reflects how your training time is calculated, based on the length of the enrollment period, level of study (graduate, seminary or doctorate), and the number of credit hours for full-time enrollment. Keep in mind that the VA training times indicated below are for the individual enrollment periods only. Each enrollment term must be considered individually and cannot be combined with other enrollment periods for the assignment of a training time.

VA Training Time at LBC|Capital:

Full Time:

Doctoral Students: 8 credits for 15 week semester

Graduate School Students: 6 credits for 15 week semester

Seminary: 3 credits for 6 week session

Please note that the below training times are designed for Veterans Affairs benefits only, and should not be used to calculate course loads for financial aid or outside scholarships. For all other purposes (i.e.: confirmation of enrollments for lenders, insurance companies, etc.) enrollment status is determined not by individual enrollment periods, but by the entire semester. For example, the Registrar's Office considers students enrolled at the Graduate level full-time if taking a minimum of 6 credits each semester and half-time if taking a minimum of 3 credits each semester.

GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government Web site at [www.benefits.va.gov/gibill](http://www.benefits.va.gov/gibill).

# Student Services

## Bookends Bookstore

The Bookends Bookstore offers a variety of merchandise and services. Students can purchase textbooks, supplies, Bibles, and trade titles. Bookends is the official location to purchase Charger apparel along with an assortment of gift items imprinted with the LBC | Capital logo.

To serve the campus, local churches, and the community, the bookstore is open year-round during the week. Extended hours are observed at the beginning of each semester and for special events.

Details on special orders and church group discounts can be obtained by calling 717.560.8242. Requests, questions, or comments may be emailed to [bookstore@lbc.edu](mailto:bookstore@lbc.edu).

Textbooks may be ordered online each semester at [lbcbookstore.com](http://lbcbookstore.com)

## Computer Resources

Lancaster Bible College | Capital Seminary & Graduate School computers are available at our Lancaster, PA and Greenbelt, MD sites, in both Teague Learning Commons 1 and 2, the classrooms and other public access areas for your use. These computers all include internet access, and a USB port for your convenience to copy files to and from your personal flash drive. As an added convenience, most of the Capital computers are connected to network printers.

The Information Systems team has completed wireless deployment in Lancaster and Greenbelt. To request wireless access, please contact the Help Desk at the Lancaster campus or stop by the reception areas at the Greenbelt site. There is no software or configuration required on your laptop to enjoy wireless access while on campus.

## ID Cards

Capital Seminary & Graduate School student identification (ID) cards are required to access the Library and other site resources. ID cards are automatically issued and mailed directly to the student once the student has attended class for the first time.

## Library

The Charles and Gloria Jones Library is located in the Teague Learning Commons. There students can enjoy the natural light pouring through large windows, comfortable furniture, quiet spaces, small group study areas, and the aroma of freshly brewed coffee from Bennee's Bistro. . In addition to the main campus, separate library collections are available to Lancaster Bible College | Capital Seminary & Graduate School students at our various locations.

The Library holds 200,000 items, and over 300,000 electronic books. It also offers full text access to over 90,000 periodical titles. Online access to all databases and catalogs is available from the library home page. From the library home page students may also check their personal account, renew books, check library hours and policies, seek research assistance, and contact staff for questions. Four professional librarians and three library assistants serve on the staff. The library is open 106 hours per week during the academic year.

Study rooms are located on Level 3 and Level 5 of the Teague Learning Commons. Level 4 is designated as a quiet study area and is available for student use whenever it is not scheduled for an event. Open study areas are located on every level of the Teague Learning Commons.

Twenty-four computers are available for student use only in Level 1 of the Teague Learning Commons. Students can log into the computers using their LBC user name and password. Two computers are located in the entry area and are reserved for reference and OPAC use only. Wireless access is available to students, faculty and guests. For access, please inquire at the Circulation and Information Desk.

## Library Resources

The Lancaster Bible College | Capital Seminary & Graduate School Library serves as the information resource center for the entire campus. The Library contains over 184,000 items. We subscribe to over 15,000 periodicals in paper, microfiche, and electronic formats and have access to 7,700 electronic books and 66 databases.

The Library has converted nearly all of its periodical indexes to electronic format including all of the major indexes in theology, psychology, and education. Indexes are available across the full spectrum of subjects. The indexes and databases are available for access from off-campus. The Library catalog is available over the Internet for searching and accessing personal circulation records.

We encourage use of personal bibliographic software. We provide a licensed copy of the Endnote program to students along with training and support. We strive to be at the forefront of providing access to information technologies via the Internet.

The Library borrows from other libraries through InterLibrary Loan (ILL). We enhance this through cooperative agreements with regional colleges, universities, and seminaries, as well as public libraries. Full access and borrowing privileges are provided through member libraries of the Southeastern Pennsylvania Theological Library Association (SEPTLA) and the PALINET borrowing program. Individual arrangements, including minimal administrative responsibilities and/or borrower's fees, exist with the libraries of Franklin & Marshall College, Lebanon Valley College, and Millersville University.

Information concerning these privileges and accompanying responsibilities along with interlibrary loan procedures are available at the library.

## Academic Services

**Ally Center** The Ally Center is LBC | Capital's hub for academic services, resources, and accessibility. The academic services include disability services and writing services, both of which are available to every Capital student at no additional cost. For information regarding resources, locations, and hours of operation, visit [lbc.edu/ally](http://lbc.edu/ally).

## Disability Services

**Disability Services** The Disability Services Office (DSO) provides reasonable accommodations for students with disabilities to ensure access to all programs, facilities, and activities of Capital Seminary & Graduate School based on Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 (ADA), and their amendments. Accommodations are made on an individual, case-by-case basis, after an interactive process and submission of documentation to the Disability Services Coordinator. Incoming students with a disability are encouraged to submit documentation immediately upon acceptance into Capital so that accommodations can be determined before the start of the session in which they enroll. For more information, please call 717.569.7071, ext. 5383 or email [DSO@lbc.edu](mailto:DSO@lbc.edu).

## Writing Services

**Writing Services.** Writing Services consist of one-on-one sessions with professional or peer personnel at any stage of the writing process for any seminary or graduate course. Sessions focus on development of argument and ideas, formatting and citations, and academic style, and students may schedule a session at any stage of the writing process for any written assignment. A variety of writing resources are also available at [lbc.edu/ally](http://lbc.edu/ally). The Ally Center's Writing Services does not provide asynchronous editing or proofreading.

# Personnel Directory

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