

Table of Contents

Programs of Study	4
Introduction	5
Traditional Undergraduate Education.....	12
Academic Departments.....	17
Courses	97
Academic Definitions	226
Academic Policies & Procedures.....	230
Admissions	244
The Office of Student Affairs	249
Financial Information	252
Personnel Directory	266
Contacts Directory	272
Academic Calendar.....	273

2022-2023 Traditional Undergraduate Catalog

Programs of Study

Introduction

Welcome to LBC | Capital!

Lancaster Bible College | Capital Seminary & Graduate School exists to educate Christian students to think and live a biblical worldview and to proclaim Christ and serve him in the Church and society. To accomplish this mission, we offer a wide range of programs at various levels from certificates through doctoral degrees. Our programs are offered in three locations – Lancaster, Philadelphia, and Washington, DC with additional instructional sites in Kampala, Uganda and Londrina, Brazil. In addition to on-campus programs, LBC | Capital offers fully online degree programs as well as hybrid degree programs that utilize both residency and online components.

Mission, Vision, and Core Values (p. 5)

Statement of Faith (p. 6)

History (p. 7)

Core Knowledge and Skills (p. 9)

Accreditations, Associations, Approvals and Certifications (p. 10)

Academic Degrees Overview (p. 11)

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.*

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 Esbenshade 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	Esbensshade Hall, formerly a residence hall, was renovated and repurposed as Esbensshade 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. Thomas L. Kiedis has been the president of Lancaster Bible College since 2020. Former presidents include Dr. Peter W. Teague (1999-2020), 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).

Core Knowledge and Skills

LBC's Core Knowledge and Skills, along with the college's Mission and Vision, form the grid through which each department and program design and filter their outcomes. The curriculum is based on preparing graduates who:

1. Demonstrate proficiency in knowing, interpreting, integrating, and applying the Scriptures.
2. Demonstrate critical thinking skills and proficiency in acquiring, evaluating, communicating, and applying information.
3. Develop an understanding and appreciation of, and compassion toward cultures of the world.
4. Develop the principles necessary for a biblical worldview resulting in a dynamic understanding of one's role in relation to God, self, and the world.

5. Demonstrate an understanding and application of the knowledge and skills necessary for professional Christian ministry.

Accreditations, Associations, Approvals and Certifications

Institutional

Lancaster Bible College | Capital Seminary & Graduate School is accredited by the Middle States Commission on Higher Education, 1007 North Orange Street, 4th Floor, MB #166, Wilmington, DE 19801 | (267.284.5000) 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. 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 (Washington, DC location), 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; ; and 2001 W. Lehigh Ave., Philadelphia, PA 19132.

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).

Academic Degrees Overview

To accomplish the mission of LBC | Capital, we offer a wide range of programs at various levels from certificates through doctoral degrees. Our programs are offered in three locations – Lancaster, Philadelphia, and Washington, DC with additional instructional sites in Kampala, Uganda and Londrina, Brazil. In addition to on-campus programs, LBC | Capital offers fully online degree programs as well as hybrid degree programs that utilize both residency and online components.

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 the summer.

Adult Education and Online Undergraduate Degrees

Many undergraduate programs are offered through our adult education format and online in 8-week courses in the fall, spring, and summer terms. Adult education students enjoy the best of face-to-face and online course components through the hybrid model by attending class one time a week and completing learning activities online. Locations for these programs include Lancaster, Philadelphia, and Washington, DC. Online students complete their coursework in our course management system, Canvas, with intentionally designed learning activities, weekly live meetings, and access to the instructor to help students achieve their educational goals.

Seminary and Graduate Degrees

Capital Seminary & Graduate School, a component of Lancaster Bible College, offers numerous master's and doctoral degrees to help students develop biblical worldview thinking and professional skills as they pursue their career goals. Programs are offered in the hybrid format with residency and online components as well as in the fully online format. Locations for these programs include Lancaster and Washington, DC. Most courses can be completed in 8 weeks in the fall, spring, and summer terms.

Adult Education and Online Undergraduate Degrees

Many undergraduate programs are offered through our adult education format and online in 8-week courses in the fall, spring, and summer terms. Adult education students enjoy the best of face-to-face and online course components through the hybrid model by attending class one time a week and completing learning activities online. Locations for these programs include Lancaster, Philadelphia, and Washington, DC. Online students complete their coursework in our course management system, Canvas, with intentionally designed learning activities, weekly live meetings, and access to the instructor to help students achieve their educational goals.

Traditional Undergraduate Degrees

On our Lancaster Campus, you will find the traditional undergraduate programs, 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 the summer.

Seminary and Graduate Degrees

Capital Seminary & Graduate School, a component of Lancaster Bible College, offers numerous master's and doctoral degrees to help students develop biblical worldview thinking and professional skills as they pursue their career goals. Programs are offered in the hybrid format with residency and online components as well as in the fully online format. Locations for these programs include Lancaster and Washington, DC. Most courses can be completed in 8 weeks in the fall, spring, and summer terms.

Traditional Undergraduate Education

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 the summer.

Curriculum Structure

Lancaster Bible College | Capital Seminary & Graduate School is structured according to the following academic departments:

- Department of Arts & Sciences
- Department of Bible & Theology
- Department of Business Administration
- Department of Church & Ministry Leadership
- Department of Communication & Media Arts
- Department of Counseling & Social Work
- Department of Education
- Department of Health & Physical Education
- Department of Music, Worship & Performing Arts

Career Preparation

Frequently the question is asked, "What can one do with a Bible college education?" Alumni studies indicate that LBC graduates are in demand and active in all types of vocations. The following list demonstrates a sampling of positions or careers available to graduates:

Communication & Media Arts

- Live video & sound positions
- Post-Production News Media
- Publication Copywriter
- Web Content Manager

Criminal Justice

- Police Officer
- Corrections Officer
- Legislative Aid

Business Administration

- Accountant
- Economic Analyst
- Financial Analyst
- HR Manager
- Logistics Manager
- Market Research
- Marketing Manager
- Operations Manager
- Purchasing Manager

- Real Estate Broker
- Recruiting
- Venture Capitalist

Church & Ministry Leadership

- Assistant Pastor
- Associate Pastor
- Chaplain
- Christian Camping (Director, Program Director)
- Church Planter
- Director of a Rescue Mission
- Director of Adult Ministry
- Director of Assimilation/Spiritual Formation
- Director of Children's Ministry
- Director of Christian Education
- Director of Family Life Ministry
- Director of Outreach and Discipleship
- Director of Student Ministry
- Director of Women's Ministry
- Evangelism and Discipleship
- Evangelist
- Inner-city Evangelism
- International Pastoral Ministry
- International Student Ministry
- Leadership Training
- Minister of Visitation
- Missionary Administrative Assistant
- Missionary Pastor
- Missionary Teacher
- Orphanage Ministry
- Parachurch Campus Ministry
- Parachurch Children's Ministry
- Parachurch Student Ministry
- Parachurch Women's Ministry
- Pastor
- Pastor of Celebration Arts
- Pastor of Discipleship/Evangelism
- Pastor of Worship
- Relief Work
- Student Minister
- Teaching Cross-Culturally
- TESOL/TESL/TEFL

Counseling & Social Work

- Church Ministry Counselor
- Crisis Center Counselor
- Marriage and Family Counselor
- Pre-graduate preparation

- Psychiatric Assistant
- Residential Care
- School Counselor
- Social Service Caseworker
- Youth Counselor

Education

- Daycare Teacher
- Preschool Teacher
- Elementary School Teacher
- Middle School Teacher
- Bible Teacher in Christian School
- School Counselor
- Mission School Teacher
- International School Teacher
- Health and Physical Education Teacher

Health & Physical Education

- Health and Physical Education Teacher
- Athletic Director / Administrator
- Sports Information Director
- Director of Sports Operations
- Recreation or Camp Director
- Fitness Instructor of Manager
- Head Coach
- Sports Outreach Ministry
- Social Media Coordinator
- Sport Marketing Specialist
- Public Relations Manager
- Event and Facilities Coordinator

Music, Worship & Performing Arts

- Audio Engineer
- Composer
- Conductor
- Director of Music/Worship Leader
- Music Teacher
- Music Teacher in International Bible Schools
- Organist
- Performer-instrumental, musical theatre, vocal, etc.
- Pianist

If someone is planning a professional career in business, law, medicine, engineering, technology, or some other general career work, one should seriously consider at least one or two years at a Bible college to be grounded in the Bible, the eternal Word of God.

A Christian wants to use every opportunity available to help people with eternal matters as one deals with temporal concerns. A good knowledge of the Bible is essential for this, and many of the courses will be transferable to other colleges as one pursues further studies.

Academic Program Details

Chapel and Conferences

Chapel aims to fulfill LBC | Capital's mission through three key priorities: Engaging Scripture, Forming Disciples, and Building Community. The college community comes together on the Lancaster campus each Tuesday, Wednesday, and Thursday mornings to worship through song and through the teaching of Scripture. Students should reference the traditional undergraduate student handbook for policies related to chapel participation.

Annually LBC | Capital hosts a Missions Conference in which the college community learns together and ponders their personal and corporate involvement in fulfilling the Great Commission.

Blended and Online Courses

In order to give our students greater flexibility, several of our courses are delivered totally or partially online. We refer to courses offered partially online as blended courses, which normally include two hours of face-to-face classroom instruction and one hour of online instruction per week.

Christian Service

Christian Service provides an important part of the overall education program of the college. Its function is to assist students in experiencing various forms of practical ministry, proclaiming Christ by serving Him in the Church and society.

Students are required to complete two 30 hour semesters of gospel centered service during their sophomore year. This requirement may change for students transferring to the college based on the number of credits transferred and prior learning experience. Christian Service is in place to reinforce learning that takes place in the classroom and further develop students as they gain experience and leadership skills.

Students should be ready to articulate the ways in which their Christian Service placement is educating them to proclaim Christ in the Church and society. Although many possibilities exist for the completion of Christian Service, some areas for service include the local church, after school programs, a rescue mission, non-profit relief work, social advocacy groups, or leadership positions on campus.

Understanding and practicing servant leadership, discovering individual strengths and weaknesses, developing skills for articulating the gospel, demonstrating faithfulness, cooperation, and teamwork, and demonstrating communication and accountability are some of the outcomes of Christian Service.

External Study and Cross-Cultural Experiences

Each student is required to have a cross-cultural experience sometime during their studies at LBC. Students should confirm with their advisors as to whether one of the following available options will fulfill their major's cross-cultural requirement. It should be noted that each of the programs below has its own enrollment procedures and policies, so see the Registrar for information before applying.

Semester Abroad

Lancaster Bible College has entered into agreements with several, recognized institutions overseas, giving students opportunities to earn credits in a cross-cultural setting, including:

- Jerusalem University College (Israel)
- Pan African Christian Exchange (Kenya)
- Best Semester

For each of these programs, students remain enrolled at LBC. This allows for them to remain eligible for financial aid, other than LBC's in-house scholarships. Students should work closely with their advisors and the Registrar's Office to ensure that credits earned will fit into their programs. Additional information is available at each program's website and from the Registrar's Office.

TravelLearn

Each year the College offers several international study tours with the option of obtaining college credit under our TravelLearn program. In recent years, tours have gone to Israel, Guyana, and Turkey. These tours are available for degree and non-degree students. More information is available from the Registrar's Office.

Practicums

Students are required to complete a three credit senior practicum as part of their professional program. There are numerous opportunities in the United States and around the world to fulfill this requirement. Intercultural studies majors are especially encouraged to complete their practicum in an international setting. Student teaching for education majors is also possible in a cross-cultural situation. Students arrange these opportunities with their advisors.

Cross-Cultural Study Program

Occasionally students may be approved to spend a semester or year abroad in a missions environment and, through special arrangements, continue their LBC education through an independent study program. Students need to work closely with their advisors to apply and be approved for this format of study.

Journey Teams

Each year the college plans 10 to 12 Journey Team trips to various regions of the world. These are available to LBC students, employees, and selected high school students. These trips do not carry college credit.

Non-Divisional Courses

There are several non-divisional courses that serve specific purposes in the life of a student, as explained below:

College Success - CSS 062 College Success is designed to help students transition to college by developing a better understanding of the learning process, identifying preferred learning styles, and acquiring essential academic survival skills. (Read more under course description.)

Christian Service - CSV 201 and CSV 202 are Christian Service courses. Christian Service provides an important part of the overall education program of the college. Its function is to assist students in experiencing various forms of practical ministry, proclaiming Christ by serving Him in the Church and society. (Read more under Christian Service above and under course descriptions.)

Academic Departments

Department of Arts & Sciences

The Arts and Sciences department delivers the core courses for LBC undergraduate students so that they meet accreditation standards set for graduation with Associates' and Bachelors' degrees. More than that, the A&S department creates academic space for students to connect their biblical training with their degree fields so that they learn how to integrate the Bible into the way they think, live, and act. It delivers arts courses designed to cultivate in students a desire for the good, true, and beautiful, as revealed in Christ. It delivers science courses to broaden students' understanding of nature, humanity, and God. At a bible college, the A&S department puts the "world" in students' biblical worldview.

Department Mission

The Arts and Sciences Department serves the LBC community by teaching courses in the traditional liberal arts disciplines so students will attain the wisdom to see that Christ is the way the truth and the life, and upon the knowledge of him build a Christian philosophy of life. Department faculty teach students not only a wide range of subjects but also the time-tested patterns of human thought which belong to the traditional arts and science disciplines. These academic disciplines provide students a holistic way of thinking so that they develop a healthy curiosity, the ability to discern truth, and the desire to seek God. Students who complete the Arts and Sciences curriculum will develop a robust Biblical worldview so that they grow into humble yet capable leaders who faithfully serve God in the church and society. In addition, students will, through the study of creation and human cultures, cultivate in themselves an appreciation for diverse expressions of beauty and for the value of knowledge so that they will more intentionally pursue a deeper love for God and their neighbors.

Department Vision

Arts: Human beings experience the world in the effort to find meaning in themselves and their natural and cultural contexts. The arts explore the intricacies of human experiences--self, society, nature, ideas, human creation, and culture. Knowing God, knowing oneself, and knowing others leads to thoughtful scholarship and fulfilled lives characterized by wisdom, worship, and love.

- 1. The arts cultivate a posture of curiosity, deepening a desire for the true, good, and beautiful.
- 2. The arts equip students to be professionally versatile, preparing them for holistic servant leadership and creative collaboration, while providing the tools to express themselves through polished oral and written communication.

Math and Sciences: The natural sciences and mathematics reveal truth concerning the created universe and systems of knowledge. They are unique paths of discovery that broaden our understanding of God and man in order to further the gospel and engage with cultural conversations. These disciplines empower students to be critical consumers of scientific information, practical problem-solvers through logical scientific and mathematical inquiry methods, and inspired stewards of God-given resources and themselves.

- 1. Evaluate and construct logical arguments, in order to develop awareness of the assumptions and implications that exist in any system of knowledge.
- 2. Synthesize mathematical and scriptural truths evident in the observed structure of the universe, the abstract structure of mathematical systems, and biblical descriptions of God's nature and man's purpose.

Department Outcomes

Students will:

1. Develop rhetorical skills that reflect God's redemptive purposes.
2. Research and synthesize qualitative and quantitative information, primary and secondary sources, and cultural artifacts that are necessary to inform logical reasoning
3. Evaluate diverse cultural contributions to art, music, literature, and the sciences in light of a biblical worldview.
4. Trace how the Arts and Sciences have shaped and continue to influence human thought and behavior.
5. Cultivate principles for a life of creativity, cultural engagements, and biblical decision making in order to be a redemptive presence in the world.

Department Chair

Geoffrey Reiter, PhD (Interim Chair)

Required Core for Arts and Sciences

Core Courses

All students attaining a bachelor's degree must take the following required and elective courses, as mandated by the LBC curriculum.

Foundations in Speaking, Reading and Writing (6 credits)

LAN 101	Academic Writing, Research, and Rhetoric	3
LAN 104	Public Speaking	3

Creative Expression (3 credits)

Students must choose from a list of 100/200 level LIT courses.

Historical Perspectives on Western Culture and Civilization (3 credits)

Students must choose from a list of 100/200 level HIS courses.

The Scientific Enterprise (4 credits)

Students must choose from a list of 100/200 level SCI courses.

Studies in Mathematics (3 credits)

Students must choose a core math option.

Structures of Human Culture (3 credits)

Students need to choose one of the following courses and should consider their 300/400 level course goals and prerequisite(s) required when doing so.

HUM 312/COM 312	Cinema and Christianity: Faith in Hollywood Films	3
PHI 201	Introduction to Philosophy	3
POL 202	Introduction to American Government	3
SOC 101	General Psychology	3
SOC 203	Principles of Sociology	3

Advanced Studies (6 credits)

300 level course	3
400 level course	3

Electives (9 credits)

Writing Intensive Course

One of the courses taken in Arts & Sciences must be a writing-intensive course. After completing LAN 101 with a C-range or higher final grade standing, students will take a course designated as writing intensive to apply the writing skills learned in LAN 101. This course will be integrated into a student's curriculum (e.g., HIS, LIT, LAN, elective, or other). The content of a writing-intensive course remains similar to traditional offerings. However, designated writing-intensive courses vary in the types of assignments, amount and weight of attention given to student writing, and class size.

TOTAL Required Core (37 credits)

Christian Thought in the Humanities (BA)

Degree: Bachelor of Arts

Location: Lancaster

Program Mission: The Christian Thought in the Humanities program seeks to cultivate wisdom in students through the study of human thought, culture, and artifacts. Students will learn to see God as the author of human creation and the love of God as the ultimate purpose for studying human creation.

Program Description:

The Arts and Sciences Department designed the Christian Thought in the Humanities program to provide LBC students with a degree that deepens their understanding of God and broadens their understanding of humanity. The major takes advantage of the disciplines already part of the Arts and Sciences core curriculum while it offers students the opportunity to dig deeper into courses that help students see the world, its cultures, its societies, and its people according to the light of Scripture. This program will prepare students to move into humanities graduate degree programs after graduation as well as serve as teachers in Christian schools, classical schools, and homeschool environments. The end of all education is to know God through the study of his creation. This program was created to give students that kind of education.

The Christian Thought in the Humanities program provides three specializations of 18 credits while all three specializations share a core of 24 credits. The specializations are in Literature, Writing and Rhetoric, and History. The core credits provide opportunities for all students in the Christian Thought in the Humanities program to interact across disciplines, while the specialization credits allow students to focus in on the discipline that suits them.

Program Outcomes: Students will:

1. Employ reasonable thought and argumentation in evaluating human culture.
2. Articulate an understanding of how and why God is the final object of human thought, expression, and creativity.
3. Develop a biblical framework for understanding and evaluating the virtues of human culture.
4. Cultivate an appreciation of the diversity and dignity of human beings as well as their weaknesses and flaws.
5. Understand the self and others in light of cultural artifacts and masterpieces.

The curriculum sheet identifies the courses for this program.

Christian Thought in the Humanities (BA) - History Curriculum Sheet

Christian Thought in the Humanities (BA) - Literature Curriculum Sheet

Christian Thought in the Humanities (BA) - Rhetoric & Writing Curriculum Sheet

For the course descriptions related to this program, see the courses (p. 97) section of the catalog.

Christian Thought Curriculum Scope

History Specialization

HIS 310 History and the Christian Imagination is required. Also choose five electives from the following list.

HIS 310	History and the Christian Imagination	3
HIS 201	U.S. History I (1600-1877)	3
HIS 202	U.S. History II (1877-Present)	3
HIS 203	Ancient History	3
HIS 204	The Modern World: WWI to the Present	3
HIS 205	Greece, Rome, and the Early Church	3
HIS 210	Origins & Legacies of 1960s	
HIS 280	World Wars	3
HIS 301	Arab-Israeli Conflict	3

HIS 302	American & French Revolutions: The Birth of the Modern Era	3
HIS 303	The American Civil War	3
HIS 304	American Religious History	3
HIS 305	Renaissance & Reformation	3
HIS 480	Selected Topics in History	3

Rhetoric and Writing Specialization

Choose six electives from the following list.

LAN 202	Creative Writing	3
LAN 204	Advanced Public Speaking	3
LAN 265/SWK 265	Professional Writing for the Helping Professions	3
LAN 311/COM / LAN 311	Writing for News Media	3
LAN 316	Scriptwriting for the Stage and Screen	3
LAN 317/COM 317	Grant Writing Essentials	3
LAN 335/COM 335	Freelance Writing	3
LAN 340	Business Writing	3
LAN 342/COM/ LAN 340	Writing on Social Issues	3
LAN 350/COM 350	Writing for Publication	3

Literature Specialization

LIT 340 Literature and the Christian Imagination is required. Also choose two 100/200 level courses AND three 300 level courses (six LIT courses total for the Literature Specialization).

LIT 340	Literature and the Christian Imagination	3
LIT 101	Poetry, Fiction & Drama	3
LIT 202	World Literature	3
LIT 205	Contemporary American Literature	3
LIT 222	Nonfiction: Essays & Memoirs	3
LIT 229	The Short Story & Novella	3
LIT 230	Dramatic Literature	3
LIT 240	Literature for Children and Young Adults	3
LIT 305	Science Fiction	3
LIT 307	African American Women Writers	3
LIT 321	C.S. Lewis	3
LIT 325	American Literature before 1865	3
LIT 326	American Literature 1865 to Present	3
LIT 327	Major British Writers	3
LIT 328	Shakespeare	3
LIT 330	Women Writers	3

Criminal Justice (BACJ)

Degree: Bachelor of Arts in Criminal Justice

The Criminal Justice program at Lancaster Bible College will prepare students to fill redemptive roles in our larger society. We have designed courses, internships, student work, and instructor interaction to help students promote biblical justice and the love of Christ in service to people in public spaces. Students will take classes in areas of Criminal Justice, which focus on law enforcement and corrections, and of Legal Studies, which focus on legal reasoning and provides exposure for those interested in the legal profession. Through academic rigor and hands on training, Christian professionals in LBC's criminal justice program teach students how to live out the Gospel in society, excel in their chosen fields, and strengthen their faith for the work to which God calls them.

Majors: Biblical Studies, Criminal Justice

Major Mission: The Criminal Justice Program will prepare students to be a redemptive presence in a broken world and promote biblical justice and the love of Christ within the law enforcement, judicial, and correctional systems.

Program Purpose: The Criminal Justice Program seeks to fulfill three purposes: advance the institution's mission, meet student needs, and enrich the LBC community. The Criminal Justice Program will provide Lancaster Bible College with opportunities that contribute to the College's future development and with practical steps to fulfilling its mission. By sending students who are looking for practical ways to serve Christ into public spaces associated with Criminal Justice, LBC will enable its students to serve Christ in a range of areas not yet accessible to them. The Criminal Justice program will allow students to study the Bible in college while earning a degree that will prepare them for jobs in competitive areas of government, ministry, and private markets. The Criminal Justice Program also aims to enrich the LBC community by introducing LBC to local leaders, furthering its awareness of society's injustices, familiarizing it with culturally relevant ideas, and augmenting its efforts to serve its neighbors.

Major Outcomes - Students will:

1. Develop and integrate their biblical worldview into the system of Criminal Justice.
2. Evaluate how the three major components of the Criminal Justice system – Law enforcement, Courts, Corrections – ensure equal justice and humane treatment.
3. Apply critical thinking to inform and communicate professional judgments.
4. Synthesize practical experience with the Criminal Justice Program curriculum.
5. Apply ethical principles of criminal justice to guide professional practice in pursuit of restorative justice.
6. Identify as a Criminal Justice Professional and conduct oneself accordingly.

Additional Information:

Distinct Program Characteristics - Students in the Criminal Justice Program at Lancaster Bible College will enroll in premier Criminal Justice courses and field experiences while learning to understand their work in the light of biblical thinking. Course work and internships will provide students with concrete opportunities to see their faith in action as they serve Christ in work that desperately needs His light. Jesus taught the Church to combat sin and evil while acting to restore humanity in God's image. At LBC, students will engage with the American court system, criminal law procedure, law enforcement, and rights of both victims and criminals not only as part of an academic curriculum but as an extension of God's love for mankind. As the body of Christ, Christians are to act as the hands and feet of Jesus as His ambassadors of redemption in a broken world. In the Criminal Justice system specifically, we do this by: restoring wholeness to victims, restoring offenders to sanity and society, and restoring families to healing. To train our students to become biblically grounded professionals in Criminal Justice, our program will focus on the following three "C's":

1. Christ-centered and Biblical Worldview – Students in LBC's Criminal Justice Program will learn the history and function of major areas of the criminal justice system and examine and compare current practices with biblical principles while continually reflecting on restorative justice.
2. Commitment – Students in LBC's Criminal Justice Program will be part of smaller classes that will provide intentional one on one time with faculty.
3. Community Connections – LBC's Criminal Justice Program will connect students and the larger LBC community to leaders in many fields of Criminal Justice through classroom activities, chapel talks, onsite visits throughout Lancaster and surrounding counties and internships with local organizations.

Areas of Focus: Forensic Investigation, Victim Advocacy, Law Enforcement, Political Science.

The curriculum sheet identifies the courses for this program. Criminal Justice (BA) Curriculum Sheet

For the course descriptions related to this program, see the courses (p. 97) section of the catalog.

Curriculum Scope

Program Director:

John Churchville, J.D.

Professor Churchville received a Bachelor of Arts in American History from Brown University and went on to receive his Juris Doctorate from the University of Pennsylvania School of Law. He has previously practiced as an attorney in the private and public sectors of Philadelphia and Lancaster counties. He has taught Law, Government and Political Science over the last decade, and currently specializes in Criminal Justice and Constitutional Law.

Faculty:

Greg Wahl, Detective

Travis Schmalhofer, M.A.

Matthew Gullion, M.A.

Dawn Sutphin, J.D.

Jevon Thompson, MPA

Rufus Tolbert, M.S.

Joseph Mina, Captain, retired

Criminal Justice (AACJ)

The Criminal Justice program at Lancaster Bible College will prepare students to fill redemptive roles in our larger society. We have designed courses, internships, student work, and instructor interaction to help students promote biblical justice and the love of Christ in service to people in public spaces. Students will take classes in areas of Criminal Justice, which focus on law enforcement and corrections, and of Legal Studies, which focus on legal reasoning and provides exposure for those interested in the legal profession. Through academic rigor and hands on training, Christian professionals in LBC's criminal justice program teach students how to live out the Gospel in society, excel in their chosen fields, and strengthen their faith for the work to which God calls them.

Degree: Associate of Arts in Criminal Justice

Major Mission: The Criminal Justice Program will prepare students to be a redemptive presence in a broken world and promote biblical justice and the love of Christ within the law enforcement, judicial, and correctional systems.

Major Outcomes - Students will:

1. Develop and integrate their biblical worldview into the system of Criminal Justice.
2. Evaluate how the three major components of the Criminal Justice system – Law enforcement, Courts, Corrections – ensure equal justice and humane treatment.
3. Apply critical thinking to inform and communicate professional judgments.
4. Synthesize practical experience with the Criminal Justice Program curriculum.
5. Apply ethical principles of criminal justice to guide professional practice in pursuit of restorative justice.
6. Identify as a Criminal Justice Professional and conduct oneself accordingly.

Program Purpose & Goals:

- Earn your degree from an accredited Bible college in PA.
- Enjoy the experience of learning in cross-cultural ministry settings.
- Get experience in the field before you graduate through internships in the local community.

The curriculum sheet identifies the courses for this program. Criminal Justice (AA) Curriculum Sheet

For the course descriptions related to this program, see the courses (p. 97) section of the catalog.

Additional Information:

Distinct Program Characteristics - Students in the Criminal Justice Program at Lancaster Bible College will enroll in premier Criminal Justice courses and field experiences while learning to understand their work in the light of biblical thinking. Course work and internships will provide students with concrete opportunities to see their faith in action as they serve Christ in work that desperately needs His light. Jesus taught the Church to combat sin and evil while acting to restore humanity in God's image. At LBC, students will engage with the American court system, criminal law procedure, law enforcement, and rights of both victims and criminals not only as part of an academic curriculum but as an extension of God's love for mankind. As the body of Christ, Christians are to act as the hands and feet of Jesus as His ambassadors of redemption in a broken world. In the Criminal Justice system specifically, we do this by: restoring wholeness to victims, restoring offenders to sanity and society, and restoring families to healing. To train our students to become biblically grounded professionals in Criminal Justice, our program will focus on the following three "C's":

1. Christ-centered and Biblical Worldview – Students in LBC's Criminal Justice Program will learn the history and function of major areas of the criminal justice system and examine and compare current practices with biblical principles while continually reflecting on restorative justice.
2. Commitment – Students in LBC's Criminal Justice Program will be part of smaller classes that will provide intentional one on one time with faculty.
3. Community Connections – LBC's Criminal Justice Program will connect students and the larger LBC community to leaders in many fields of Criminal Justice through classroom activities, chapel talks, onsite visits throughout Lancaster and surrounding counties and internships with local organizations.

Program Director:

John Churchville, J.D.

Professor Churchville received a Bachelor of Arts in American History from Brown University and went on to receive his Juris Doctorate from the University of Pennsylvania School of Law. He has previously practiced as an attorney in the private and public sectors of Philadelphia and Lancaster counties. He has taught Law, Government and Political Science over the last decade, and currently specializes in Criminal Justice and Constitutional Law.

Faculty List:

Greg Wahl, Detective

Travis Schmalhofer, M.A.

Matthew Gullion, M.A.

Dawn Sutphin, J.D.

Jevon Thompson, MPA

Rufus Tolbert, M.S.

Joseph Mina Captain, retired

Criminal Justice Minor

The curriculum sheet identifies the courses for this program. [Criminal Justice Minor Curriculum Sheet](#)

For the course descriptions related to this program, see the [courses](#) (p. 97) section of the catalog.

History Minor

The curriculum sheet identifies the courses for this program. [History Minor Curriculum Sheet](#)

For the course descriptions related to this program, see the [courses](#) (p. 97) section of the catalog.

Legal Studies Minor

The curriculum sheet identifies the courses for this program. [Legal Studies Minor Curriculum Sheet](#)

For the course descriptions related to this program, see the [courses](#) (p. 97) section of the catalog.

Literature Minor

The curriculum sheet identifies the courses for this program. [Literature Minor Curriculum Sheet](#)

For the course descriptions related to this program, see the [courses](#) (p. 97) section of the catalog.

Political Science Minor

The curriculum sheet identifies the courses for this program. [Political Science Minor Curriculum Sheet](#)

For the course descriptions related to this program, see the [courses](#) (p. 97) section of the catalog.

Professional Writing Minor

The curriculum sheet identifies the courses for this program. [Professional Writing Minor Curriculum Sheet](#)

For the course descriptions related to this program, see the [courses](#) (p. 97) section of the catalog.

Department of Bible & Theology

The purpose of the Department of Bible & Theology is to equip Christian men and women for life and ministry through the instruction of the Bible, theology, and proper hermeneutics.

To accomplish this purpose, the department prepares students to know the Bible through a course on the science of Bible study (hermeneutics), and four required Bible survey courses. Students also take two exegetical electives that allow them to practice and demonstrate competency in the principles learned in their hermeneutics course, one in the Old Testament and one in the New Testament.

Exegetical electives are designed to provide guided practice in the exegesis of specific books, while at the same time providing a basic understanding of the content of these books. They will provide students with the experience of moving from text to theological conclusions. These courses will be synchronized with appropriate theology core courses (Christian Narrative 1, Christian Narrative 2, and Christianity and Culture) that are being taught at the same time. Emphasis will be placed on skill development in the areas of observation, interpretation, theological integration, and modern contextualization.

In theology, students complete a sequence of four courses that give them an overview of the Bible's teaching on the major areas of Christian doctrine as they are revealed through the overall narrative of Scripture and the development of the church's understanding of these doctrines throughout its history, as well as equip them to bring their biblical and theological thinking to bear on ministry challenges and opportunities facing them in the present day.

Additionally, students take nine credits of program-focused electives (*Note: students in the Music, Worship & Performing Arts or the Education programs are not required to take the program-focused electives*). Focused electives are designed to help learners to think biblically about the study of specific aspects of their desired vocation. Along with practicing skills in biblical exegesis and theological inquiry, students will learn how to reason biblically and theologically within their vocational disciplines.

Focused electives are developed by the Bible & Theology department in collaboration with other academic departments. Examples of focused electives include, "Biblical Theology of Suffering," "Biblical Theology of Finance & Wealth," "Theology of Worship," and "Theology of Media and Technology."

Every student majors in Bible at LBC. Because of that, each student needs to have the best tools available to study God's Word. While not required, the purchase of the Logos Bible Software is encouraged as an aid to required research in the Bible & Theology courses. Logos provides an efficient, time-saving alternative to traditional library-based methods of study. Additional cost savings are recognized through the inclusion of required textbooks in the digital library within Logos. Students interested in purchasing the software can contact the chair of the Bible & Theology department for assistance.

Department Objectives:

Students will:

1. Articulate a basic knowledge of Scripture and theology.
2. Apply a valid hermeneutical method of research skills in biblical interpretation.
3. Demonstrate an exegetically sound, biblically informed, historically and culturally sensitive theological method.
4. Appraise differing biblical, theological, cultural, and historical views.
5. Formulate a biblical worldview demonstrated in life and ministry.
6. Exhibit sensitivity to the global community in biblical and theological dialogue.
7. Display a commitment to grow scripturally and theologically.

Department Chair:

Samuel L. Harbin, DMin

Sam Harbin is blessed to have been a follower of Jesus Christ since childhood, and brings more than 30 years of experience in pastoral and Christian higher education ministry to the classroom. He has served in a variety of roles, including assistant pastor, senior pastor, seminary chaplain and professor, and seminary president. His ministry has taken him throughout the United States and to seven countries internationally.

Sam holds degrees from Indiana Baptist College (B.A., 1982), Calvary Baptist Theological Seminary (Master of Divinity, 1985), and Dallas Theological Seminary (Doctor of Ministry, 2001). His doctoral studies focused on effective interpretation and communication of Old Testament narratives.

As chair of the Bible & Theology department, Sam enjoys leading his talented team to serve with excellence every program at Lancaster Bible College / Capital Seminary and Graduate School. Tasked with providing the biblical and theological content for every major, the Bible & Theology team seek to build growing believers who understand Scripture and know how to integrate biblical truth into life and service regardless of vocational calling.

Sam teaches at both the undergraduate and graduate levels in the areas of hermeneutics, English Bible, and homiletics. He also maintains an active speaking and consulting ministry and particularly enjoys serving local churches who are in the pastoral search process. He holds pastoral counseling certification with the Association of Certified Biblical Counselors.

A native of southern Indiana, Sam's hobbies include following Indiana University "Hoosier" basketball, woodworking, bluegrass music, and playing several stringed instruments. Sam and his wife, Elaine, have three grown sons and four grandchildren. They reside in Manheim, PA.

Required Core for Bible and Theology

Core Courses

All students attaining a bachelor's degree must take the following required and elective courses, as mandated by the LBC curriculum.

BIB 103	Creation & Covenants: OT I	3
BIB 104	Israel's Life & Literature: OT II	3
BIB 106	Interpreting the Bible	3
BIB 203	Life of Christ: NT I	3
BIB 204	Early Church: NT II	3
BOT _____	Bible Old Testament Elective	3
BNT _____	Bible New Testament Elective	3
THE 105	Prelude to Biblical & Theological Studies	3
THE 223	Christian Narrative I: Creation & Fall	3
THE 224	Christian Narrative II: Redemption	3
THE 320		
THE _____	Program-focused elective	3
THE _____	Program-focused elective	3
THE _____	Program-focused elective	3

Biblical Studies Major (BABS)

Degree: Bachelor of Arts in Biblical Studies

Major: Biblical Studies

Major Mission: The Biblical Studies major exists to utilize an interdisciplinary approach whereby students may design a course of study that coincides with their academic interests and ministry preparation.

Major Outcomes - Students will:

1. Evidence a solid overview of ministry in conjunction with their biblical studies major.
2. Articulate their personal philosophy of ministry in accord with a biblical worldview.
3. Demonstrate godly character within the framework of a servant style of leadership.

The curriculum sheet identifies the courses for this program. Biblical Studies (BA) Curriculum Sheet

For the course descriptions related to this program, see the courses (p. 97) section of the catalog.

Program Director:

Samuel Harbin, D.Min.

Sam Harbin is blessed to have been a follower of Jesus Christ since childhood, and brings more than 30 years of experience in pastoral and Christian higher education ministry to the classroom. He has served in a variety of roles, including assistant pastor, senior pastor, seminary chaplain and professor, and seminary president. His ministry has taken him throughout the United States and to seven countries internationally.

Sam holds degrees from Indiana Baptist College (B.A., 1982), Calvary Baptist Theological Seminary (Master of Divinity, 1985), and Dallas Theological Seminary (Doctor of Ministry, 2001). His doctoral studies focused on effective interpretation and communication of Old Testament narratives.

As chair of the Bible & Theology department, Sam enjoys leading his talented team to serve with excellence every program at Lancaster Bible College / Capital Seminary and Graduate School. Tasked with providing the biblical and theological content for every major, the Bible & Theology team seek to build growing believers who understand Scripture and know how to integrate biblical truth into life and service regardless of vocational calling.

Sam teaches at both the undergraduate and graduate levels in the areas of hermeneutics, English Bible, and homiletics. He also maintains an active speaking and consulting ministry and particularly enjoys serving local churches who are in the pastoral search process. He holds pastoral counseling certification with the Association of Certified Biblical Counselors.

A native of southern Indiana, Sam's hobbies include following Indiana University "Hoosier" basketball, woodworking, bluegrass music, and playing several stringed instruments. Sam and his wife, Elaine, have three grown sons and four grandchildren. They reside in Manheim, PA.

Faculty:

Douglas Finkbeiner, PhD

John Soden, PhD

Mark Farnham, PhD

Victor Jacobs, PhD

Tim Nicholls, PhD

Joseph Kim, PhD

Gordon Gregory, ThD

Dan Carver, PhD

Tony Shetter, PhD

Biblical Studies - BA-MABS

The BA/MABS Four-Plus-One Track offers an affordable, flexible integrative, and customizable route to earn both a Bachelor's and Master's degree in five years. Students complete the four-year Bachelor's program and finish the remaining course work for the Master's degree with an additional year of study. This option allows students to graduate with a Bachelor of Arts in Biblical Studies and a Master of Arts in Biblical Studies.

In a 4+1 program, students work toward the completion of an undergraduate degree while also pursuing a Master's degree. Graduate-level courses taken during undergraduate studies fulfill both undergraduate elective requirements and graduate program requirements. In the 4+1 program, students are dual-enrolled in LBC and Capital Seminary and Graduate School.

Degree: Bachelor of Arts in Biblical Studies & Master of Arts in Biblical Studies

Major: Biblical Studies

Major Mission: The Biblical Studies major exists to utilize an interdisciplinary approach whereby students may design a course of study that coincides with their academic interests and ministry preparation.

Major Outcomes - Students will:

1. Develop a knowledge of the narrative, content, and interpretation of the Bible in context toward the development of a biblical worldview.
2. Apply skills necessary to study the Bible in its original languages with appropriate tools.
3. Demonstrate competency in interpreting, applying, and communicating the theological teaching of the Bible to life and ministry.
4. Integrate research skills using appropriate resources for maintaining life-long education.

The curriculum sheet identifies the courses for this program. Biblical Studies (BA/MABS) Curriculum Sheet

For the course descriptions related to this program, see the courses (p. 97) section of the catalog.

Program Director:

Douglas Finkbeiner, PhD

After teaching in a seminary near Philadelphia, Doug joined the faculty of Capital in 2015. He has been a full-time pastor for 13 years. He and his wife, Sheri, have 6 adult children.

Faculty:

Samuel Harbin, DMin

John Soden, PhD

Mark Farnham, PhD

Victor Jacobs, PhD

Tim Nicholls, PhD

Joseph Kim, PhD

Gordon Gregory, ThD

Dan Carver, PhD

Tony Shetter, PhD

Mark Meyer, PhD

Biblical Studies - BA-MAM

The BA/MAM Four-Plus-One Track offers an affordable, flexible integrative, and customizable route to earn both a Bachelor's and Master's degree in five years. Students complete the four-year Bachelor's program and finish the remaining course work for the Master's degree with an additional year of study. This option allows students to graduate with a Bachelor of Arts in Biblical Studies and a Master of Arts in Ministry.

In a 4+1 program, students work toward the completion of an undergraduate degree while also pursuing a Master's degree. Graduate-level courses taken during undergraduate studies fulfill both undergraduate elective requirements and graduate program requirements. In the 4+1 program, students are dual-enrolled in LBC and Capital Seminary and Graduate School.

Degree: Bachelor of Arts in Biblical Studies & Master of Arts in Ministry

Major: Biblical Studies

Major Mission: The Biblical Studies major exists to utilize an interdisciplinary approach whereby students may design a course of study that coincides with their academic interests and ministry preparation.

Major Outcomes - Students will:

1. Evidence a solid overview of ministry in conjunction with their biblical studies major.
2. Articulate their personal philosophy of ministry in accord with a biblical worldview.
3. Demonstrate godly character within the framework of a servant style of leadership.

The curriculum sheet identifies the courses for this program. Biblical Studies (BA/MAM) Curriculum Sheet

For the course descriptions related to this program, see the courses (p. 97) section of the catalog.

Program Directors:

Dr. LaSondra Barnes

Faculty List:

John Soden, PhD

Mark Farnham, PhD

Victor Jacobs, PhD

Tim Nicholls, PhD

Joseph Kim, PhD

Gordon Gregory, ThD

Dan Carver, PhD

Tony Shetter, PhD

Biblical Studies Major (AABS)

This major is designed for individuals who want two years of biblical education coupled with the opportunity for a specific concentration. The areas of concentration contain 12 elective credit hours which may be taken from any of the departments or a single concentration from one department.

Degree: Associate of Arts in Biblical Studies

Major: Biblical Studies

The Associate degree in Biblical Studies major exists to utilize an interdisciplinary approach whereby students may design a course of study that coincides with their academic interests and ministry preparation.

Major Outcomes - Students will:

1. Evidence a solid overview of ministry in conjunction with their biblical studies major.
2. Articulate their personal philosophy of ministry in accord with a biblical worldview.
3. Demonstrate godly character within the framework of a servant style of leadership.

The curriculum sheet identifies the courses for this program. [Biblical Studies \(AA\) Curriculum Sheet](#)

For the course descriptions related to this program, see the courses (p. 97) section of the catalog.

Program Director:

Samuel Harbin, DMin

Sam Harbin is blessed to have been a follower of Jesus Christ since childhood, and brings more than 30 years of experience in pastoral and Christian higher education ministry to the classroom. He has served in a variety of roles, including assistant pastor, senior pastor, seminary chaplain and professor, and seminary president. His ministry has taken him throughout the United States and to seven countries internationally.

Sam holds degrees from Indiana Baptist College (BA, 1982), Calvary Baptist Theological Seminary (Master of Divinity, 1985), and Dallas Theological Seminary (Doctor of Ministry, 2001). His doctoral studies focused on effective interpretation and communication of Old Testament narratives.

As chair of the Bible & Theology department, Sam enjoys leading his talented team to serve with excellence every program at Lancaster Bible College / Capital Seminary and Graduate School. Tasked with providing the biblical and theological content for every major, the Bible & Theology team seek to build growing believers who understand Scripture and know how to integrate biblical truth into life and service regardless of vocational calling.

Sam teaches at both the undergraduate and graduate levels in the areas of hermeneutics, English Bible, and homiletics. He also maintains an active speaking and consulting ministry and particularly enjoys serving local churches who are in the pastoral search process. He holds pastoral counseling certification with the Association of Certified Biblical Counselors.

A native of southern Indiana, Sam's hobbies include following Indiana University "Hoosier" basketball, woodworking, bluegrass music, and playing several stringed instruments. Sam and his wife, Elaine, have three grown sons and four grandchildren. They reside in Manheim, PA.

Faculty:

Douglas Finkbeiner, PhD

John Soden, PhD

Mark Farnham, PhD

Victor Jacobs, PhD

Tim Nicholls, PhD

Joseph Kim, PhD

Gordon Gregory, ThD

Dan Carver, PhD

Tony Shetter, PhD

Biblical Studies Major (Two-Year Track) (BABS)

This two-year major is a flexible curriculum for students who have already earned an associate, bachelor, or RN degree and desire to further their education through the completion of a Bachelor of Arts in Biblical Studies degree. The following curriculum may need to be adjusted based on the nature of the prior degree.

Degree: Bachelor of Arts in Biblical Studies

Major: Biblical Studies

Major Mission: The Biblical Studies major exists to utilize an interdisciplinary approach whereby students may design a course of study that coincides with their academic interests and ministry preparation.

Major Outcomes - Students will:

1. Evidence a solid overview of ministry in conjunction with their biblical studies major.
2. Articulate their personal philosophy of ministry in accord with a biblical worldview.
3. Demonstrate godly character within the framework of a servant style of leadership.

Electives

Electives may be taken from the major department or Arts & Sciences Department once the Registrar's Office has determined the nature of the degree being transferred.

The curriculum sheet identifies the courses for this program. **Biblical Studies (BA-2 year) Curriculum Sheet**

For the course descriptions related to this program, see the courses (p. 97) section of the catalog.

Program Director:

Samuel Harbin, D.Min.

Sam Harbin is blessed to have been a follower of Jesus Christ since childhood, and brings more than 30 years of experience in pastoral and Christian higher education ministry to the classroom. He has served in a variety of roles, including assistant pastor, senior pastor, seminary chaplain and professor, and seminary president. His ministry has taken him throughout the United States and to seven countries internationally.

Sam holds degrees from Indiana Baptist College (B.A., 1982), Calvary Baptist Theological Seminary (Master of Divinity, 1985), and Dallas Theological Seminary (Doctor of Ministry, 2001). His doctoral studies focused on effective interpretation and communication of Old Testament narratives.

As chair of the Bible & Theology department, Sam enjoys leading his talented team to serve with excellence every program at Lancaster Bible College / Capital Seminary and Graduate School. Tasked with providing the biblical and theological content for every major, the Bible & Theology team seek to build growing believers who understand Scripture and know how to integrate biblical truth into life and service regardless of vocational calling.

Sam teaches at both the undergraduate and graduate levels in the areas of hermeneutics, English Bible, and homiletics. He also maintains an active speaking and consulting ministry and particularly enjoys serving local churches who are in the pastoral search process. He holds pastoral counseling certification with the Association of Certified Biblical Counselors.

A native of southern Indiana, Sam's hobbies include following Indiana University "Hoosier" basketball, woodworking, bluegrass music, and playing several stringed instruments. Sam and his wife, Elaine, have three grown sons and four grandchildren. They reside in Manheim, PA.

Faculty List:

Douglas Finkbeiner, PhD

John Soden, PhD

Mark Farnham, PhD

Victor Jacobs, PhD

Tim Nicholls, PhD

Joseph Kim, PhD

Gordon Gregory, ThD

Dan Carver, PhD

Tony Shetter, PhD

Concentrated Bible Certificate (CBC)

Degree: Concentrated Bible Certificate

Major: Biblical Studies

Program Mission: The CBC graduate will learn the principles of studying the Bible and be exposed to a broad range of Bible and theology within one year of study at Lancaster Bible College.

Locations: Lancaster (traditional format); Philadelphia, DC, Online (Adult Ed format)

Requirements: The CBC program is designed to expose students to a full range of Bible and theology courses in one year of concentrated study. The program requires a B average from high school for admission and leads to the Concentrated Bible Certificate.

The curriculum sheet identifies the courses for this program. Biblical Studies (Certificate) Curriculum Sheet

For the course descriptions related to this program, see the courses (p. 97) section of the catalog.

Total Credit Hours: 30

Program Director:

Samuel Harbin, D.Min.

Sam Harbin is blessed to have been a follower of Jesus Christ since childhood, and brings more than 30 years of experience in pastoral and Christian higher education ministry to the classroom. He has served in a variety of roles, including assistant pastor, senior pastor, seminary chaplain and professor, and seminary president. His ministry has taken him throughout the United States and to seven countries internationally.

Sam holds degrees from Indiana Baptist College (B.A., 1982), Calvary Baptist Theological Seminary (Master of Divinity, 1985), and Dallas Theological Seminary (Doctor of Ministry, 2001). His doctoral studies focused on effective interpretation and communication of Old Testament narratives.

As chair of the Bible & Theology department, Sam enjoys leading his talented team to serve with excellence every program at Lancaster Bible College / Capital Seminary and Graduate School. Tasked with providing the biblical and theological content for every major, the Bible & Theology team seek to build growing believers who understand Scripture and know how to integrate biblical truth into life and service regardless of vocational calling.

Sam teaches at both the undergraduate and graduate levels in the areas of hermeneutics, English Bible, and homiletics. He also maintains an active speaking and consulting ministry and particularly enjoys serving local churches who are in the pastoral search process. He holds pastoral counseling certification with the Association of Certified Biblical Counselors.

A native of southern Indiana, Sam's hobbies include following Indiana University "Hoosier" basketball, woodworking, bluegrass music, and playing several stringed instruments. Sam and his wife, Elaine, have three grown sons and four grandchildren. They reside in Manheim, PA.

Faculty:

Douglas Finkbeiner, PhD

John Soden, PhD

Mark Farnham, PhD

Victor Jacobs, PhD

Tim Nicholls, PhD

Joseph Kim, PhD

Gordon Gregory, ThD

Dan Carver, PhD

Tony Shetter, PhD

Biblical Greek Minor

The curriculum sheet identifies the courses for this program. [Biblical Greek Curriculum Sheet](#)

For the course descriptions related to this program, see the courses (p. 97) section of the catalog.

Biblical Hebrew Minor

The curriculum sheet identifies the courses for this program. [Biblical Hebrew Minor Curriculum Sheet](#)

For the course descriptions related to this program, see the [courses](#) (p. 97) section of the catalog.

Theology Minor

The curriculum sheet identifies the courses for this program. [Theology Minor Curriculum Sheet](#)

For the course descriptions related to this program, see the [courses](#) (p. 97) section of the catalog.

Department of Business Administration

The purpose of the Business Administration Department is to equip men and women with the skills necessary to succeed in life and ministry. No matter what ministry you are called to enter, be it working within the church or a business, we teach you the skills needed to be successful. To accomplish this, we offer a unique experience with experienced and successful business professionals in the classrooms who integrate their “real world” experiences into the material. Our professors discuss their success and failures so you can learn from both.

Classes are conducted as a business meeting and are kept small and casual. We couple this with a true “Open door” philosophy so that students are provided with personal attention and guidance during their time at LBC. Biblical principles are included in all classes to ensure that students have the most important attributes that all organizations are looking for in graduates: honesty, integrity and the ability to work well with others.

Through the Business Administration Programs, you will receive a blend of both Bible and business classes, equipping you spiritually and academically. This involves many opportunities including:

- Working one on one with a Leadership Systems professional to assess your aptitudes and interests to help you decide what profession is a good fit.
- Go on an overseas cross cultural trip that will allow you to investigate how business principles are used in various cultures.
- Have the opportunity to experience a real work environment through as many as 3 different internships
- Be matched up with a local Christian business professional to mentor you through your college experience and help you find a job.
- Have the opportunity to run a real business. Business Administration students run and manage the cafes on campus.
- Have an opportunity to join the Student Business Collective and have a voice in bringing in outside speakers and coordinating activities for the entire department.
- Be recognized for excellent scholastic achievement by joining Sigma Beta Delta, a national honorary society.
- Work with a seasoned executive to put together a resume that works!

Department Objectives

1. Prioritization

Students will demonstrate a working knowledge of prioritization related to spiritual aspects of life, relational interactions and their service to the church and the world. Specific skills developed will be time management, goal setting, resource allocation, vision, organization, drive and critical thinking.

2. Communication

Students will analyze and express information and ideas in a variety of appropriate means with clarity and coherence in written and spoken forms.

3. Knowledge

Students will master the key sub-disciplines within the business realm. Specific skills developed will be subject matter expertise, applying knowledge to everyday life, decision-making, problem solving and confidence in decisions.

4. Servanthood

Students will analyze their role in the world and work, modeling Jesus Christ's example as their model of leadership. Specific skills developed will be driven-ness, working with excellence, flexibility, self-motivation, and ethical actions.

5. Interpersonal Skills

Students will demonstrate a high level of emotional intelligence in both personal and business relationships. Some of the basic features of emotional intelligence include delegation, collaboration, motivation and candor.

6. Stewardship

Students will apply the concept of maximizing God's gifts in our lives. Areas of emphasis will be identifying and developing gifts and talents and balancing resources.

Department Chair: Martin Sauer, MBA

Business Administration (BSBA)

The Business Administration program offers students the opportunity to learn from industry leaders who are committed Christians. Courses integrate faith and business while tackling real-world business problems. Students will gain practical experience through internships, case studies, and project-based learning, while applying Christian ethics and adaptive thinking. Concentrations are offered in accounting, finance, marketing, sales, human resources, and entrepreneurship.

Degree: Bachelor of Science in Business Administration

Majors: Biblical Studies, Business Administration

Mission: The mission of the Business Administration program is to educate Christian students with the necessary business knowledge and skills that they may proclaim Jesus Christ and serve Him in the Church and society. Specifically, the vision of the Business Administration program is to develop, equip and inspire fully devoted followers of Jesus Christ and provide them with the necessary skills to be successful God-honoring business leaders. Highly skilled and devoted workers will be sent into the market place to model the life of Jesus Christ to the business world.

Major Outcomes - Students will:

1. **Comprehension and Knowledge:** Demonstrate knowledge of and proficiency in concepts, practices, and skills specific to the functional areas of business.
2. **Competency and Critical Thinking:** Use creative thinking to synthesize ideas and expertise, apply analytical and problem-solving skills, and take appropriate risks in developing innovative and practical approaches to various business challenges.
3. **Communication:** Demonstrate effective skills in written and oral communications. Communicate in writing to a targeted audience with clarity, appropriate tone, proper mechanics, and relevant content. Orally present with confidence, effective voice inflection, clarity, and appropriate visual aids.
4. **Character:** Respond appropriately when confronted with moral and ethical dilemmas through the integration of a biblical worldview in personal and professional situations

Areas of Focus: Accounting, Entrepreneurship, Finance, Human Resources, Marketing

The curriculum sheet identifies the courses for this program. [Business Administration \(BSBA\) Curriculum Sheet](#)

For the course descriptions related to this program, see the [courses](#) (p. 97) section of the catalog.

Program Director:

Anjanette Bender, JD, serves as a full-time professor and Associate Chair of the Business Administration Department. She holds B.S. degrees in Business Management and Political Science from Albright College and a Juris Doctorate from Northeastern University School of Law. Anjanette has over twenty years of experience in the legal community and higher education.

Faculty:

Anjanette Bender, JD
 Jeremy Campbell, DBA
 Erin Dimitriou Smith
 Ted Mavraganis
 Kim Melton, MBA, CPA
 Bill Rodruan
 Larry Rohrer
 Martin Sauer, MBA

Business Administration Associate Degree (ASBA)

Degree: Associate of Science in Business Administration

Mission: The mission of the Business Administration Associate Degree program is to educate Christian students with the necessary business knowledge and skills so that they may proclaim Jesus Christ and serve Him in the Church and society. Specifically, the vision of the Associate Degree program is to develop, equip and inspire fully devoted followers of Jesus Christ and provide them with the necessary skills to be successful God-honoring business leaders.

Program Description: The Business Administration Associate Degree program offers students the opportunity to learn from industry leaders who are committed Christians. Students will complete the program in approximately two years and gain a basic overview of key areas of business. Courses integrate faith and business while tackling real-world business problems. Students will gain practical experience through internships, case studies and project-based learning, while applying Christian ethics and adaptive thinking. Students have the option of completing the Bachelor of Science in Business Administration degree in the future by completing additional coursework.

Major Outcomes - Students will:

1. **Comprehension and Knowledge:** Demonstrate knowledge of and proficiency in concepts, practices, and skills specific to the functional areas of business.
2. **Competency and Critical Thinking:** Use creative thinking to synthesize ideas and expertise, apply analytical and problem-solving skills, and take appropriate risks in developing innovative and practical approaches to various business challenges.
3. **Communication:** Demonstrate effective skills in written and oral communications. Communicate in writing to a targeted audience with clarity, appropriate tone, proper mechanics, and relevant content. Orally present with confidence, effective voice inflection, clarity, and appropriate visual aids.
4. **Character:** Respond appropriately when confronted with moral and ethical dilemmas through the integration of a biblical worldview in personal and professional situations

The curriculum sheet identifies the courses for this program. [Associate of Science in Business Administration \(ASBA\) Curriculum Sheet](#)

For the course descriptions related to this program, see the [courses](#) (p. 97) section of the catalog.

Program Director:

Anjanette Bender, JD, serves as a full-time professor and Associate Chair of the Business Administration Department. She holds B.S. degrees in Business Management and Political Science from Albright College and a Juris Doctorate from Northeastern University School of Law. Anjanette has over twenty years of experience in the legal community and higher education.

Faculty:

Anjanette Bender, JD
Jeremy Campbell, DBA
Erin Dimitriou Smith
Ted Mavraganis
Kim Melton, MBA, CPA
Bill Rodruan
Larry Rohrer
Martin Sauer, MBA

Marketing (BSM)

Degree: Bachelor of Science in Marketing

Majors: Biblical Studies, Marketing

Mission: The mission of the Marketing program is to educate Christian students with the necessary marketing, communication, and business knowledge and skills so that they may proclaim Jesus Christ and serve Him in the Church and society. Specifically, the vision of the Marketing program is to develop, equip and inspire fully devoted followers of Jesus Christ and provide them with the necessary skills to be successful God-honoring business leaders.

Program Description: The Marketing program offers students the opportunity to learn from industry leaders who are committed Christians. Courses integrate faith and business while tackling real-world business problems. Students will gain practical experience in marketing through internships, case studies and project-based learning, while applying Christian ethics and adaptive thinking.

Major Outcomes:

1. Applied Learning: Hands-on experiential learning will be used to develop marketing strategies and marketing plans, execute developed plan, and assess the effectiveness of those plans.
2. Communication Strategy: Students will create marketing communication using a variety of appropriate mediums with clarity and coherence in written and spoken forms.
3. Marketing Knowledge: Students will apply key marketing concepts with an emphasis on critical thinking. Areas of focus include strategic marketing, digital marketing, consumer behavior, and marketing research. Skills pursued throughout this degree include market analysis, financial analysis, and product management.

The curriculum sheet identifies the courses for this program. [Marketing \(BSM\) Curriculum Sheet](#)

For the course descriptions related to this program, see the [courses](#) (p. 97) section of the catalog.

Program Director:

Anjanette Bender, JD, serves as a full-time professor and Associate Chair of the Business Administration Department. She holds B.S. degrees in Business Management and Political Science from Albright College and a Juris Doctorate from Northeastern University School of Law. Anjanette has over twenty years of experience in the legal community and higher education.

Faculty:

Anjanette Bender, JD
 Jeremy Campbell, DBA
 Erin Dimitriou Smith
 Ted Mavraganis
 Kim Melton, MBA, CPA
 Bill Rodruan
 Larry Rohrer
 Martin Sauer, MBA

Business Administration Minor

The curriculum sheet identifies the courses for this program. [Business Administration Minor Curriculum Sheet](#)

For the course descriptions related to this program, see the courses (p. 97) section of the catalog.

Department of Church & Ministry Leadership

Cultivating Disciples. Crafting Leaders.

The Department of Church & Ministry Leadership represents a decisive strategy to train ministry leaders for the 21st century. Each of the eight specialized majors is designed to prepare men and women with a focused emphasis based upon the student's unique calling, spiritual giftedness, life purpose, and passion.

The department's name reflects our values. Our Savior's declaration in Matthew 16:18, "I will build my church," leaves little doubt about the primacy of the church in building the kingdom of God. Ministry is what occurs when the church gathers for worship and edification, and when the church departs to live and proclaim the gospel. The church also partners with many mission organizations to reach sub-cultures of our society. Leadership is influence! Lancaster Bible College is producing servant leaders for the church and mission organizations. By emphasizing godly character and developing leadership skills in field training, graduates are well-equipped to lead with integrity and confidence.

Intensive internships and practicums in each major accentuate our commitment to balance biblical truth with both classroom principles and practical experience. Students are mentored on campus by professors and off campus by ministry supervisors.

Department Vision

The Department of Church & Ministry Leadership is a learning community which seeks to cultivate disciples and craft leaders for an interconnected world.

Department Objectives

1. Biblical Philosophy of Ministry

The student will **formulate** a philosophy of ministry that is biblically-grounded, spiritually formative, and rooted in the global mission of God.

2. Spiritual Health and Leadership Integrity

The student will **integrate** healthy spiritual formation and leadership practices for the purpose of developing spiritual, emotional, and physical health in both their personal and professional lives.

3. Globally Minded and Innovative Partnering

The student will **exhibit** an understanding of partnership in our global, digital world and collaboration in the advancement of God's mission at local, regional and global levels.

4. Integrated and Reflective Practitioners

The student will **engage** in ongoing research, innovative thinking, and integration of truth from multiple disciplines within society for the benefit of the local and global church.

5. Leadership, Team, and Influence

The student will **inculcate** an understanding and praxis of servant leadership, team dynamics, self-awareness, and the dynamics of influence and power.

6. Communication and Professional Skills

The student will **demonstrate** effective communication and professional skills which are biblically grounded, culturally sensitive, and useful for holistic influence within our digital and global world.

Programs

Some Church & Ministry Leadership programs are available with specialized concentrations and/or the option to earn both a Bachelor's and Master of Arts in Ministry in five years. See individual programs for more information.

Department Chair

Esther Zimmerman, PhD

Esther has been teaching full-time at Lancaster Bible College | Capital Bible Seminary & Graduate School since January 2016. Prior to that, she served for 12 years as International Children's Ministry Director for a global mission organization while also supporting her husband in local church ministry.

Esther has been blessed with a global ministry perspective as she led a training project that extended to 60 countries. Her passion is multiplication of discipleship ministry to children in their families and communities and she continues to serve as an active member of the Global Children's Forum.

Children and Family Ministry (BA)

Degree: Bachelor of Arts

Majors: Biblical Studies, Children & Family Ministry

Major Mission: The Children and Family Ministry major will equip students to lead Biblically-based, holistic disciplining ministries with children and their families anywhere.

Program Description:

This program exists because every child in every community all around the world should have someone who can help them know, love and obey God for a lifetime.

- There are approximately 2.2 billion children under the age of 15 in our world today. The church needs globally effective leaders who share God's heart for children and have the ability to both think and act well.
- A high proportion of the world's children are considered to be 'in crisis.' Effective children's ministers must be equipped not only to meet spiritual needs, but to approach children and their families holistically.
- The context of the North American church is changing and effective children's ministry can no longer focus exclusively on discipling the children of church members. Children's ministers must also be equipped to engage non-Christian children in the context of their families and local communities.

This major prepares students to design, develop and lead relevant ministries with children and families in the church, the community and around the world. By combining strong biblical foundations, practical equipping, contextual awareness and significant field experience, students will develop the skills needed for effective ministry with children and families anywhere.

Major Outcomes - Students will:

1. Demonstrate integrity as a Christ-follower and leader.
2. Articulate a biblical and personal philosophy of ministry.
3. Evaluate and respond appropriately to the contextual needs of children and families.
4. Acquire skills for holistic discipleship ministry with children and families.
5. Cultivate skills to build and lead volunteer ministry teams.

The Children and Family Ministry Program reflects the following values:

Reflective Ministry

We recognize that doing flows from being. The children's minister will be mindful of the work that God is doing in them as He works through them and will consistently apply biblical understanding to issues of practical ministry with children and families.

Holistic Ministry

We recognize that children are not only spiritual beings but also physical, social, emotional and intellectual. The children's minister will seek to address the needs of the whole child in the context of the family, the church and the community.

Discipleship-Based Ministry

We recognize the Father's heart is for children to know and follow Jesus for a lifetime. The children's minister will walk with children and their families, building opportunities to encounter God and respond to Him in faith, worship, obedience, and service.

Family-Oriented Ministry

We recognize that God places children in immediate and extended families. A family-oriented ministry will never exclude a child's family but seek to equip them as the primary influencers of their children. At the same time, the children's minister will challenge the local church to be a spiritual family for all children.

Contextualized Ministry

We recognize that the needs of the children, families and communities differ over time, place and culture. The children's minister will seek to listen and understand real needs in order to build ministries that allow the church to respond in relevant ways.

The curriculum sheet identifies the courses for this program. BA Children and Family Ministry Curriculum Sheet

For the course descriptions related to this program, see the courses (p. 97) section of the catalog.

4+1 Programs, Bachelor's + Master's

4+1 Program Option

In a 4+1 program, students work toward the completion of an undergraduate degree while also pursuing a Master's degree. Graduate-level courses taken during undergraduate studies fulfill both undergraduate elective requirements and graduate program requirements. In the 4+1 program, students are dual-enrolled in LBC and Capital Seminary and Graduate School. For more information about the application process, please speak with your academic advisor. Available master's programs include the Master of Arts in Ministry (MAM) and Master of Arts in Biblical Studies (MABS).

Admission Requirements

A student may opt for the Four-Plus-One track at any point up through the beginning of their junior year. Before a student is formally admitted to the track, however, an evaluation will be conducted by their academic advisor. The evaluation should consider the student's previous academic performance, character and ability, and the recommendation of another LBC faculty member. Students may then either be admitted into the Four-Plus-One track, be given provisional admittance with requirements (e.g. raising GPA, etc.), or denied admittance and remain on the traditional four-year track.

4+1 Master of Arts in Ministry

The curriculum sheet identifies the courses for this program. [BA/MAM Children and Family Ministry Curriculum Sheet](#)

For the course descriptions related to this program, see the [courses](#) (p. 97) section of the catalog.

More information about the Master of Arts in Ministry program

4+1 Master of Arts in Biblical Studies

The curriculum sheet identifies the courses for this program. [BA/MABS Children and Family Ministry Curriculum Sheet](#)

For the course descriptions related to this program, see the [courses](#) (p. 97) section of the catalog.

More information about the Master of Arts in Biblical Studies program

Program Director:

Esther L. Zimmerman, PhD

Esther is Scottish though she now makes Pennsylvania her home. She attended Cairn University (B.S., Bible and B.S., Secondary Education), Pennsylvania State University (M.Ed., Training Design and Development) and earned a Ph.D. from Lancaster Bible College | Capital Bible Seminary & Graduate School.

She has been teaching full-time at Lancaster Bible College | Capital Bible Seminary & Graduate School since January 2016. Prior to that, she served for 12 years as International Children's Ministry Director for a global mission organization while also supporting her husband in local church ministry.

Esther has been blessed with a global ministry perspective as she led a training project that extended to 60 countries. Her passion is multiplication of discipleship ministry to children in their families and communities and she continues to serve as an active member of the Global Children's Forum.

She and her husband, David, have three children: Rebekah, Daniel, and Abigail.

Children and Family Ministry Minor

The curriculum sheet identifies the courses for this program. [Children and Family Ministry Minor Curriculum Sheet](#)

For the course descriptions related to this program, see the [courses](#) (p. 97) section of the catalog.

Intercultural Studies (BA)

Degree: Bachelor of Arts

Majors: Biblical Studies, Intercultural Studies

Program Description: The God of the Bible is a missionary God. And as Christians, we're called to go and preach the gospel. But how, exactly, do you prepare for that type of calling? Through LBC's intercultural studies major, you'll learn more about God through our blend of Bible curriculum and major courses, all designed to give you a deeper understanding of what it means to be a missionary, no matter what cross-cultural context you are in. You'll also get the chance to serve abroad through a range of missions trips, service projects and cross-cultural internship opportunities. Students are also strongly encouraged to earn a specialization or minor in their area of choosing to further equip them for ministry and service.

Studying intercultural studies doesn't just prepare you to be a missionary. It's much more than that. Through this major, students develop a heightened awareness of the distinct needs and customs of other cultures, become prepared to serve cross-culturally in a variety of settings, like in churches, schools, government programs, social services and more – and learn about the first-ever missionary: God.

Students in this major have ample opportunity to test out their skills in other cultures. The college organizes Journey Teams to give small groups of students the chance to engage in service projects all over the globe. Students also get the chance to apply their classroom knowledge in the field, through internships and practicums that can be completed both nationally and internationally. Our student organization, Student Missions Fellowship, brings mission-focused students together in fellowship and prayer. And we also hold an annual Mission Conference to celebrate what God is doing around the world and to challenge the LBC community to get involved in missions both locally and globally.

Major Mission: The Intercultural Studies major equips servant leaders to be effective cross-cultural communicators, compassionate examples, and committed disciple-makers of Jesus Christ.

Major Outcomes - Students will:

1. Display godly character within the pursuit of becoming a servant leader.
2. Cultivate areas of individual gifting and abilities connected to relationships and cross-cultural ministry.
3. Practice the interpersonal skills necessary for effective cross-cultural ministry.
4. Communicate biblical truth in cross-cultural settings with creativity, accuracy, relevance, and sensitivity.
5. Develop multidirectional mentoring relationships to create a model for the lifelong disciple making process.
6. Articulate a personal philosophy of cross-cultural ministry that addresses biblical, theoretical, practical, global, and cultural concerns.

Intercultural Studies offers concentrations in Church Planting, Teaching English to Speakers of Other Languages (TESOL), Business as Missions, and Community Development.

The following table shows the courses specific to each concentration. Concentration courses replace some of the curriculum shown by semester below.

Intercultural Studies – Global Church Planting	Intercultural Studies - TESOL	Intercultural Studies –Business as Missions	Intercultural Studies – Community Development
ICS 222 Case Studies in Missions History	ELT 101 Introduction to TESOL	BUS 102 Introduction to Business	SWK 102 Introduction to Social Work
ICS 322 Principles of Church Planting	EDU 204 Instructional Design	BUS 113 Foundations of Accounting	CRJ 101 Introduction to Criminal Justice
CFM 421 Community Ministry	ICS 201 Second Language Acquisition	BUS 205 Finance	PCN 481 Community Psychology
ICS 240 Wayumi OR ICS 424 Urban Church Ministry	ELT 205 Teaching, Speaking, & Listening	BUS 302 Marketing	SWK 204 Cultural Diversity
THE 416 Role of Women in the Church	ELT 305 Teaching Reading & Writing	Business Elective	ICS 424 Urban Church Ministry
CFM 323 Pastoral Care of	LAN 380 Grammar for	ICS 210 Perspectives on the World	SWK 212 Social Work & Child

Children & Families	Language Learners	Christian Movement	Welfare
ICS 340 World Religions	ELT 402 Contexts, Cultures, & Values	ICS 222 Case Studies in Missions	CML 201 Teaching Skills

The curriculum sheet identifies the courses for this program.

Intercultural Studies (BA) Curriculum Sheet

Intercultural Studies (BA) - Business as Missions Curriculum Sheet

Intercultural Studies (BA) - Church Planting Curriculum Sheet

Intercultural Studies (BA) - Community Development Curriculum Sheet

Intercultural Studies (BA) - Teaching English to Speakers of Other Languages Curriculum Sheet

For the course descriptions related to this program, see the courses (p. 97) section of the catalog.

4+1 Programs, Bachelor's + Master's

4+1 Program Option

In a 4+1 program, students work toward the completion of an undergraduate degree while also pursuing a Master's degree. Graduate-level courses taken during undergraduate studies fulfill both undergraduate elective requirements and graduate program requirements. In the 4+1 program, students are dual-enrolled in LBC and Capital Seminary and Graduate School. For more information about the application process, please speak with your academic advisor. Available master's programs include the Master of Arts in Ministry (MAM).

Admission Requirements

A student may opt for the Four-Plus-One track at any point up through the beginning of their junior year. Before a student is formally admitted to the track, however, an evaluation will be conducted by their academic advisor. The evaluation should consider the student's previous academic performance, character and ability, and the recommendation of another LBC faculty member. Students may then either be admitted into the Four-Plus-One track, be given provisional admittance with requirements (e.g. raising GPA, etc.), or denied admittance and remain on the traditional four-year track.

4+1 Master of Arts in Ministry

The curriculum sheet identifies the courses for this program.

Intercultural Studies (BA/MAM) Curriculum Sheet

Intercultural Studies (BA/MAM) - Business as Missions Curriculum Sheet

Intercultural Studies (BA/MAM) - Church Planting Curriculum Sheet

Intercultural Studies (BA/MAM) - Community Development Curriculum Sheet

Intercultural Studies (BA/MAM) - Teaching English to Speakers of Other Languages Curriculum Sheet

For the course descriptions related to this program, see the courses (p. 97) section of the catalog.

More information about the Master of Arts in Ministry program

Program Director:

Dr. Ed Scheuerman, D.Miss

Dr. Ed and his wife, Carol, served with PIONEERS in Southeast Asia for 23 years. They served in China for nearly seven years (starting in 1987), teaching and ministering at a university. Their work was primarily with their students, discipling those who came to faith. They were then based in Hong Kong for four years (1994-1998) as a support link to the in-China team. Dr. Ed was also the SE China Team Leader. In the fall of 1997, Dr. Ed was asked to assume the role of Area Leader for South Asia / Mainland Southeast Asia (shepherding the teams from Vietnam to India). The Scheuermans relocated to Chiang Mai, Thailand, in June of 1998, in order to be based where they could better serve the needs of those in SE Asia. The Area Leader role was primarily a pastoral role, shepherding church planting teams. While there, Dr. Ed also became involved in various member care ministries.

In May 2010, Dr. Ed was recruited by Lancaster Bible College to be the Director of the Intercultural Studies major. His passion is to help students find and follow God's call for their lives in the cause for world missions.

Dr. Ed's mission statement:

I seek to glorify God by empowering my students to learn and follow God's will for their lives through the ministries of

- Encouragement (helping them to continue what they're doing well)
- Exhortation (challenging them to examine areas like sin, strategy, etc.)
- Equipping (putting the right tools in their hands).

Intercultural Studies Minor

The curriculum sheet identifies the courses for this program. [Intercultural Studies Minor Curriculum Sheet](#)

For the course descriptions related to this program, see the [courses](#) (p. 97) section of the catalog.

TESOL Minor

The curriculum sheet identifies the courses for this program. [TESOL Minor Curriculum Sheet](#)

For the course descriptions related to this program, see the [courses](#) (p. 97) section of the catalog.

Pastoral Ministry BA

Degree: Bachelor of Arts

Majors: Biblical Studies, Pastoral Ministry

Major Mission: The Pastoral Ministry major exists *to train emerging shepherd-leaders to establish, sustain, and multiply churches worldwide.*

Program Description:

The church is God's strategy to accomplish his mission in the world (Ephesians 3:8-11). In light of the significant number of pastors leaving vocational ministry, the rapidly changing landscape of contemporary culture, and the pressing need for more healthy churches worldwide, the church needs to rediscover her missional identity for a globalized world. Moreover, as God has appointed a variety of leaders (Ephesians 4:11) whose pastoral calling is to equip the church toward this end, such leaders must locate their calling with this missionary task. As a program, the Pastoral Studies major sets the pastoral vocation within a local and global mission context as students cultivate godly character, develop ministry skills, inculcate biblical truth, expand interpersonal capacity, foster missional engagement, and raise ministry awareness. By retrieving biblical principles, exploring the wisdom within church history, and contextualizing God's unchanging truth in contemporary settings this program trains emerging leaders so that they can best participate in God's mission to establish, sustain, and multiply churches worldwide.

Major Outcomes - Students will:

1. **Character Formation:** embody godly character as a foundation for life and ministry.
2. **Ministry Competence:** develop the fundamental skills requisite for holistic shepherding care in all phases of the discipleship process.
3. **Biblical Content:** appropriate biblical truth with theological reflection, contextual sensitivity, and ministry orientation.
4. **Christian Community:** exhibit relational aptitude which embraces the interpersonal nature of pastoral ministry and values the primary importance of the local church.
5. **Missional Investment:** engage God's mission in the world appreciating the global and local nature of this task.
6. **Vocational Expectation:** negotiate assumptions of pastoral work being sensitized to missional realities and resourced for sustainable ministry.

The curriculum sheet identifies the courses for this program. [Pastoral Ministry \(BA\) Curriculum Sheet](#)

For the course descriptions related to this program, see the [courses](#) (p. 97) section of the catalog.

4+1 Programs, Bachelor's + Master's

4+1 Program Option

In a 4+1 program, students work toward the completion of an undergraduate degree while also pursuing a Master's degree. Graduate-level courses taken during undergraduate studies fulfill both undergraduate elective requirements and graduate program requirements. In the 4+1 program, students are dual-enrolled in LBC and Capital Seminary and Graduate School. For more information about the application process, please speak with your academic advisor. Available master's programs include the Master of Arts in Ministry (MAM) and Master of Arts in Biblical Studies (MABS).

Admission Requirements

A student may opt for the Four-Plus-One track at any point up through the beginning of their junior year. Before a student is formally admitted to the track, however, an evaluation will be conducted by their academic advisor. The evaluation should consider the student's previous academic performance, character and ability, and the recommendation of another LBC faculty member. Students may then either be admitted into the Four-Plus-One track, be given provisional admittance with requirements (e.g. raising GPA, etc.), or denied admittance and remain on the traditional four-year track.

4+1 Master of Arts in Ministry

The curriculum sheet identifies the courses for this program. [Pastoral Ministry \(BA/MAM\) Curriculum Sheet](#)

For the course descriptions related to this program, see the [courses](#) (p. 97) section of the catalog.

More information about the Master of Arts in Ministry program

4+1 Master of Arts in Biblical Studies

The curriculum sheet identifies the courses for this program. [Pastoral Ministry \(BA/MABS\) Curriculum Sheet](#)

For the course descriptions related to this program, see the [courses](#) (p. 97) section of the catalog.

More information about the Master of Arts in Biblical Studies program

Program Director:

Dr. Casey Barton, PhD, directs the undergraduate Bachelor of Arts in Pastoral Ministry Program as well as the Pastoral Ministry graduate concentration in the Master of Arts in Ministry and Master of Divinity Programs at Lancaster Bible College | Capital Seminary & Graduate School.

Casey's love for the church and for preaching led him to complete an MDiv and ThM in Homiletics at Gordon-Conwell Theological Seminary, an MTh in Christian Ethics and Practical Theology at New College, University of Edinburgh, and finally the PhD in Homiletics from the Toronto School of Theology, University of Toronto.

Casey has served in ministry for than 20 years in various capacities including Youth, College, Associate, and Lead Pastor roles. Casey and his wife Sarah live in Lancaster, PA with their two sons.

Faculty:

Dr. Casey Barton, PhD
 Dr. Sam Harbin, DMin
 Rev. Clyde Bomgardner, MDiv
 Rev. Ryan Shenk, MA

Pastoral Ministry Minor

The curriculum sheet identifies the courses for this program. [Pastoral Ministry Minor Curriculum Sheet](#)

For the course descriptions related to this program, see the [courses](#) (p. 97) section of the catalog.

Women in Ministry Leadership (BA)

Women make up half of our world and more than half of our churches. However, their perspective, voice and gifting are too often missing in ministry leadership. The purpose of this degree is to equip women with the confidence and skills to minister and lead with grace and effectiveness as part of the people of God.

This major equips women for a wide variety of ministry leadership opportunities in church, community or global settings. This highly customizable ministry degree combines strong biblical foundations, practical equipping and significant field experience with an understanding of the unique opportunities and challenges facing women in ministry leadership.

Degree: Bachelor of Arts

Majors: Women in Ministry Leadership, Biblical Studies

Mission Statement: This program will equip women to lead Bible-centered, discipleship-based ministries in the local church, community and around the world.

Major Outcomes:

1. Demonstrate integrity as a Christ-follower and leader.
2. Articulate a biblical and personal philosophy of ministry.
3. Acquire skills for Bible-centered, discipleship-based ministry with women.
4. Cultivate skills to build and lead ministry teams.
5. Understand the cultural challenges unique to being a woman in ministry leadership.

The curriculum sheet identifies the courses for this program. [Women in Ministry Leadership \(BA\) Curriculum Sheet](#)

For the course descriptions related to this program, see the [courses](#) (p. 97) section of the catalog.

4+1 Programs, Bachelor's + Master's

4+1 Program Option

In a 4+1 program, students work toward the completion of an undergraduate degree while also pursuing a Master's degree. Graduate-level courses taken during undergraduate studies fulfill both undergraduate elective requirements and graduate program requirements. In the 4+1 program, students are dual-enrolled in LBC and Capital Seminary and Graduate School. For more information about the application process, please speak with your academic advisor. Available master's programs include the Master of Arts in Ministry (MAM) and Master of Arts in Biblical Studies (MABS).

Admission Requirements

A student may opt for the Four-Plus-One track at any point up through the beginning of their junior year. Before a student is formally admitted to the track, however, an evaluation will be conducted by their academic advisor. The evaluation should consider the student's previous academic performance, character and ability, and the recommendation of another LBC faculty member. Students may then either be admitted into the Four-Plus-One track, be given provisional admittance with requirements (e.g. raising GPA, etc.), or denied admittance and remain on the traditional four-year track.

4+1 Master of Arts in Ministry

The curriculum sheet identifies the courses for this program. [Women in Ministry Leadership \(BA/MAM\) Curriculum Sheet](#)

For the course descriptions related to this program, see the [courses](#) (p. 97) section of the catalog.

More information about the Master of Arts in Ministry program

4+1 Master of Arts in Biblical Studies

The curriculum sheet identifies the courses for this program. [Women in Ministry Leadership \(BA/MABS\) Curriculum Sheet](#)

For the course descriptions related to this program, see the [courses](#) (p. 97) section of the catalog.

More information about the Master of Arts in Biblical Studies program

Program Director: Rebekah Strangarity

MA Ministry and Leadership: Pastoral Care to Women, Western Seminary
MA Trauma and Crisis Studies, Tel Aviv University
BS in Bible and TESOL Lancaster Bible College

Rebekah grew up in Lancaster county and attended Lancaster Bible College for her undergraduate degree (BS in Bible and TESOL). She has degrees from Western Seminary (MA in Ministry Leadership-Pastoral Care to Women), and Tel Aviv University (MA in Trauma and Crisis Studies). She has been teaching at Lancaster Bible College since January 2021. Prior to that, she served for five years in Israel where she helped start and run a shelter for prostitutes, start a counseling center, and teach Bible studies. While living in Portland, Oregon, she helped direct a ministry for trafficked teenagers. Her passion is seeing women walk in wholeness, to find freedom and healing from abuse, and grow theologically strong. She loves being a sister, daughter, friend to many, and that she has 15 nieces and nephews.

Women in Ministry Leadership Minor

The curriculum sheet identifies the courses for this program. **Women in Ministry Leadership Minor Curriculum Sheet**

For the course descriptions related to this program, see the courses (p. 97) section of the catalog.

Youth and Young Adult Ministry (BA)

The YMN program prepares students to engage in all types of adolescent ministry contexts, whether church, parachurch, or non-profit. Key values include: academic rigor, practical/experiential work, biblical guidance, fellowship, prayer, accountable obedience, consistent witness, and play. All courses work as stand-alone courses, but also are carefully woven together so as to create a whole of a learning experience that is larger than the sum of its parts. As an example, while each class utilizes a classic text, each student will graduate having read through a litany of C.S. Lewis texts. Each course plays an important role in a student's academic, personal, and communal formation, as courses build off of material highlighted previously, while introducing students to critical next-step material. In addition to class time together, students in the YMN program experience one-on-one mentoring, small groups, retreats, Bible readings, prayer times, hikes, and meals together. In most of these experiences, participating YMN students are led by others as they fulfill built-in-class-responsibilities. In their final two years, students learn from current practitioners in supervised Intern and Practicum experiences which emphasize teaching and program leadership.

Degree: Bachelor of Arts

Majors: Youth & Young Adult Ministry and Biblical Studies

Major Mission: To help students to embrace and execute all educational opportunities with excellent, holistic, and communal effort.

Major Outcomes:

1. Reflect the character of Christ in both passion and competence in making disciples of Jesus Christ.
2. Evaluate, synthesize, and integrate key discoveries from the Bible, systems theory, attachment theory, and social-cognitive-learning-theory into their practical youth work and ministry.
3. Demonstrate knowledge of and sober spirit relative to the macro- and micro- system cultural influences on the average teenager.
4. Listen to adolescents skillfully.
5. Guide, mentor, counsel, and disciple teenagers from all walks of life.
6. Create macro and micro teaching curriculums and lessons that demonstrate creativity and consideration of multiple missional, sociological, and developmental methods, issues and stages.
7. Provide material which will serve them well as a resource in ministry or as an avenue to securing a ministry position or entrance into graduate education.

Program Purpose:

Students learn how to love God with all their hearts, souls, and minds, so as to competently partner with Jesus Christ and the local community of youth leaders to grow the kingdom of God through ministry to teens and communities.

Additional Information:

All courses in the YMN program are organized around identified philosophical and branches of learning foundations, disposition(s) to be fostered, academic goals and measures (think), practical goals and measures (do), and spiritual disciplines emphasized. All courses include assignments of speaking in front of others, community engagement, and biblical emphasis. Course texts are selected/assigned based on relation to subject material and three other key criteria, typically represented by 1 or 2 books for each one: classic authors (e.g. Lewis, Spurgeon, Tozer), recent leading authors (e.g. Chan, Platt, Crouch), and a/the definitive text in a subject area.

The curriculum sheet identifies the courses for this program. Youth and Young Adult Ministry (BA) Curriculum Sheet

For the course descriptions related to this program, see the courses (p. 97) section of the catalog.

4+1 Programs, Bachelor's + Master's

4+1 Program Option

In a 4+1 program, students work toward the completion of an undergraduate degree while also pursuing a Master's degree. Graduate-level courses taken during undergraduate studies fulfill both undergraduate elective requirements and graduate program requirements. In the 4+1 program, students are dual-enrolled in LBC and Capital Seminary and Graduate School. For more information about the application process, please speak with your academic advisor. Available master's programs include the Master of Arts in Ministry (MAM) and Master of Arts in Biblical Studies (MABS).

Admission Requirements

A student may opt for the Four-Plus-One track at any point up through the beginning of their junior year. Before a student is formally admitted to the track, however, an evaluation will be conducted by their academic advisor. The evaluation should consider the student's previous academic performance, character and ability, and the recommendation of another LBC faculty member. Students may then either be admitted into the Four-Plus-One track, be given provisional admittance with requirements (e.g. raising GPA, etc.), or denied admittance and remain on the traditional four-year track.

4+1 Master of Arts in Ministry

The curriculum sheet identifies the courses for this program. Youth and Young Adult Ministry (BA/MAM) Curriculum Sheet

For the course descriptions related to this program, see the courses (p. 97) section of the catalog.

More information about the Master of Arts in Ministry program

4+1 Master of Arts in Biblical Studies

The curriculum sheet identifies the courses for this program. Youth and Young Adult Ministry (BA/MABS) Curriculum Sheet

For the course descriptions related to this program, see the courses (p. 97) section of the catalog.

More information about the Master of Arts in Biblical Studies program

Program Director:

Rev. Ron Belsterling, PhD is ordained by the Christian & Missionary Alliance denomination. Before teaching at LBC/Capital, he taught Youth Ministry at Nyack College for 20 years. His academic experience includes a PhD in Education from Biola University, a PhD (A.B.D.) in Family Studies at Syracuse University, a Masters in Counseling & Human Relations from Villanova University and a double major in Religion & Psychology from Grove City College. Youth ministry experience includes 30+ years in church, parachurch, clinical counseling, national research projects, board representation, speaking, and writing (*A Defense of Youth Ministry*, 2019). He is married for 30+ years and enjoys time with his family, the outdoors, and reading.

Faculty:

Ron Belsterling, PhD

Dave Coryell, DMin

Ashley Lynch, MA

Alex Tufano, MA

Youth and Young Adult Ministry Minor

The curriculum sheet identifies the courses for this program. [Youth and Young Adult Ministry Minor Curriculum Sheet](#)

For the course descriptions related to this program, see the courses (p. 97) section of the catalog.

Department of Communication & Media Arts

The Communication & Media Arts Department is built on a firm foundation of media ethics and creative practices. Students will utilize their biblical training to develop a strong biblical worldview equipping them to represent Christ well while pursuing excellence in their field. Get hands-on training with experienced professionals to prepare for careers in broadcasting, journalism, advertising, public relations, digital marketing communication, concert and theater production, video production, film, and graphic design.

Department Mission

The Communication & Media Arts Department exists to develop creative, highly-skilled communication and media professionals who will influence culture and the Church from a relevant but biblical worldview.

Department Outcomes

Students will:

1. Cultivate principles for a life of creativity and cultural engagements, informed by a biblical worldview, in order to be a redemptive presence in the world.
2. Articulate and evaluate the significance of culture on message design, delivery, and impact.
3. Appropriately apply ethical principles and professional codes of ethics to the practice of communication and media arts.
4. Develop a professional etiquette, maintaining professional relationships and communicating effectively with peers and supervisors.
5. Demonstrate practical skills in communication and media arts to further develop knowledge and experience.
6. Assess strategic communication needs and utilize appropriate media tools and rhetorical techniques in order to influence, persuade, or entertain an audience.

Admission

Admission to the Communication & Media Arts Department is available to all entering freshmen as they fulfill all the college admissions requirements.

Individuals transferring with some credits or a bachelor degree from an accredited institution must follow the standard admissions policies of the college and consult with a Communication & Media Arts academic advisor to develop a course of study.

Field Experience

Communication & Media Arts majors will be involved in experiences that take place outside the classroom. Students will take part in activities including LBC's vibrant musical productions, student publications, student-run radio station, athletic media production, video studio, and marketing communication. Additionally, students will participate in off-campus internships, exposing them to key networking opportunities and allowing them to build their creative portfolios as they prepare for exciting Communication & Media Arts careers.

Department Chair

Ryan A. Geesaman, MS

Ryan A. Geesaman has been involved in media and technology since the 7th grade. He holds a Bachelor's degree in Television/Radio from Ithaca College and a Master's degree in Information Systems from Penn State University. He is currently completing a PhD in Communication at Regent University. From 2004 to 2018, he served as Video Production Director at LCBC Church, a multisite church based in Manheim, PA with a non-COVID weekly attendance of over 16,000. An award-winning film producer and editor, he now serves as Chair of the Communication & Media Arts Department at LBC | Capital, coordinating the Media Arts Production program.

Communication (BA)

Designed to produce effective communication professionals through competitive courses and hands-on experiences, LBC's Communication major is built on the study of media ethics, theory, and practice. This lays the foundation for effective career placement, as well as further study in specialized communication fields at the graduate level. When you have completed this program of study, you will earn a Bachelor of Arts degree with majors in Communication and Biblical Studies.

Degree: Bachelor of Arts

Majors: Biblical Studies, Communication,

Major Mission: The Communication major is part of Lancaster Bible College's Communication & Media Arts Department and is our response to the urgent need for communicators to influence the media and culture from a relevant, biblical worldview. This major seeks to meet this demand by producing skilled communication professionals rooted in Christian values. It offers students broad exposure to media writing, graphic design, web content development, news media, and marketing.

Major Outcomes - Students will:

1. Articulate and evaluate the significance of culture on message design, delivery and impact.
2. Identify and differentiate the major communication theories and describe the relevance of appropriate theories to their chosen communication field.
3. Participate in a communication career field to further develop skills, knowledge, and experiences.
4. Appropriately apply ethical principles and professional codes of ethics to the practice of communication.
5. Integrate a biblical worldview into the practice and evaluation of communication.

Program Purpose and Goals:

Jesus Christ is the Great Communicator, revealing to the world the truth of God's plan of salvation. Paul was a great communicator, preparing the foundation of the early church to be a light in the darkness. You, too, are called to be a great communicator. Built on a firm foundation of media ethics and creative practices, students will also major in Biblical Studies, developing a strong biblical worldview to equip them to represent Christ well while pursuing excellence in their field.

The following goals have been identified specific to the Communication Program:

Goal 1: Prepare students to be general communication practitioners with a wide range of in-demand professional skills in the design, implementation, and delivery of audience-targeted messages.

Goal 2: Develop students' understanding of the influence of media to shape social values, norms, and taboos and to set cultural conversations.

Goal 3: Identify, develop, and enhance students' gifting in communication skills as they discover and pursue their professional calling.

Goal 4: Prepare students to be skilled communication practitioners through hands-on pre-professional work and experience.

Goal 5: Prepare students to engage in lifelong learning and professional development through creative problem solving, practical research, and developing a mindset of perpetual skill acquisition and refinement.

Goal 6: Interpret mediated messages and understand professional communicator's responsibilities, ethics, values, and practice through the lens of a biblical worldview.

The curriculum sheet identifies the courses for this program. Communication (BA) Curriculum Sheet

For the course descriptions related to this program, see the courses (p. 97) section of the catalog.

Program Director:

Dr. Michael J. Freeman, DEd, Indiana University of Pennsylvania, Curriculum & Instruction

Dr. Michael J. Freeman has been teaching and mentoring communication students for over two decades. He has former students working at Fox, ESPN, and even on Capitol Hill. He has prepared students to excel in the fields of television, radio, print journalism, marketing and public relations, and in both corporate and non-profit communication.

Dr. Freeman's research passion is the intersection between audiences and the mass media. He has presented at and chaired numerous conferences and panels on media affects. He is the past president of ACCESS, a professional organization for Christians in Distance Education and completed his doctoral dissertation studying the impact of mediated instruction on both a student's spiritual formation and an institution's missional focus.

Dr. Freeman supports our students by advising Charge - LBC's fine arts magazine, Focus - the student online newspaper, and Ichthus - the yearbook. In this advisory capacity, Dr. Freeman has provided students with valuable pre-professional opportunities. He serves as the Communication Advanced Internship supervisor, supervises senior projects, and is an academic adviser for the Communication major. He also contributed to the design of LBC's communication production facilities, WJTL Studio B (a collaborative effort between LBC and WJTL to launch a professionally equipped streaming radio station for all LBC students) and the Video Production Studio.

Dr. Freeman helped to design LBC's Communication major and continues to work to keep its curriculum current with industry changes and professional demands. Dr. Freeman trains LBC's Communication majors to be embedded missionaries in a very secular profession. He prepares them to be professionally excellent and spirituality equipped to use the passions, talents, and gifts God has given them to be used where He plants them - influencing the influencers.

Faculty:

Dr. Michael J. Freeman, DEd

Mr. Ryan A. Geesaman, MS

Dr. Mark Menga, PhD

Mr. Thom Scott, MBA

Communication (BA/MA)

Degree: Bachelor of Arts, Master of Arts

Majors: Biblical Studies, Communication

Major Mission: The Master of Arts in Strategic Communication Leadership (MASC) program exists to develop creative, highly-skilled communication and media leaders who will influence culture and the Church from a relevant, biblical worldview.

Program Description: This program revision capitalizes on the opportunity to offer an attractive, flexible, four-plus-one track which would allow students to graduate with both a bachelor's and master's degree in a five-year timeframe. Based on anecdotal evidence gathered from conversations with prospective students, the continued market demand for communication leaders, and the relative lack of biblically-based alternatives, there is considerable potential for this program. Our proposed Four-Plus-One Track would allow a LBC student to graduate from a five-year program with the following: a Bachelor of Arts double majoring in Biblical Studies and a selected CMA major and a Master of Arts in Strategic Communication Leadership.

The 4+1 Master of Arts degree is designed to provide advanced training, experience, and credentialing for exceptional LBC undergraduate students, preparing them for leadership positions within ministry, non-profit, and for-profit sectors.

Additionally, students with a prior Bachelor's degree in a communication major, or related field, from another institution would be able to earn a Master of Arts in Strategic Communication Leadership through the lens of a biblical worldview.

This program will prepare students to be more competitive in the marketplace, as well as provide the opportunity for alumni to further their qualifications for career advancement.

Major Outcomes - Students will:

1. Articulate and evaluate the significance of culture on message design, delivery and impact.
2. Identify and differentiate the major communication theories and describe the relevance of appropriate theories to their chosen communication field.
3. Participate in a communication career field to further develop skills, knowledge, and experiences.
4. Appropriately apply ethical principles and professional codes of ethics to the practice of communication.
5. Integrate a biblical worldview into the practice and evaluation of communication.

In a 4+1 program, students work toward the completion of an undergraduate degree while also pursuing a Master's degree. Graduate-level courses taken during undergraduate studies fulfill both undergraduate elective requirements and graduate program requirements. In the 4+1 program, students are dual-enrolled in LBC and Capital Seminary and Graduate School.

The curriculum sheet identifies the courses for this program.

Communication (BA) & Strategic Communication Leadership (MA) Curriculum Sheet

For the course descriptions related to this program, see the courses (p. 97) section of the catalog.

Program Director:

Mark Menga, PhD

Dr. Mark Menga lives in Lancaster, PA with his wife and son. As a family they enjoy being outdoors, having new adventures, and spending time with relatives.

Dr. Menga has studied media and culture at the graduate and doctoral levels, specifically looking at how visual media impact the soul. He has been teaching communication, media, and film courses since 2000 at Cairn University, Regent University, Hampton University, Old Dominion University, and currently teaches at Lancaster Bible College.

Born into a Christ-following family, Dr. Menga accepted Jesus Christ as his personal savior at the tender age of five. Since junior high his studies have been steeped in a biblical worldview approach. He majored in Biblical Studies for his bachelor's degree and brings that knowledge to bear upon the realms of Christianity, culture, and the mass media.

Education:

PhD in Communication, with a Media Studies emphasis. Regent University. Virginia Beach, VA

MA in Film, Critical Studies and Communication. Regent University. Virginia Beach, VA

BS in Biblical Studies. Cairn University. Langhorne, PA

Verse:

I press on to possess that perfection for which Christ Jesus first possessed me. Philippians 3:12 (NLT)

Faculty:

Dr. Michael J. Freeman, DEd

Mr. Ryan A. Geesaman, MS

Dr. Mark Menga, PhD

Mr. Thom Scott, MBA

Communication Minor

The curriculum sheet identifies the courses for this program. Communication Minor Curriculum Sheet

For the course descriptions related to this program, see the courses (p. 97) section of the catalog.

Media Arts Production (BA)

Studying media arts production at LBC gives creative and technically-minded Christians the chance to become an integral part of the media and performing arts world. Through this major, you'll get a hands-on learning experience with state-of-the-art audio, video, and lighting technology used in live events, studio, theater, film, and recording production.

Degree: Bachelor of Arts

Majors: Biblical Studies, Media Arts Production

Program Mission: The Media Arts Production Program at Lancaster Bible College seeks to honor God by developing highly skilled media production professionals who influence culture from a relevant, biblical worldview.

Major Outcomes:

1. **Integrate** a biblical worldview and servant mindset into the practice and evaluation of media arts.

2. **Demonstrate** proficiency in basic production technology in audio, film/video, lighting, and general electronics, able to troubleshoot issues and train others.
3. **Acquire** production leadership skills, informed by a biblical and cultural understanding of the nature and purpose of media arts production.
4. **Develop** a professional etiquette, maintaining professional relationships and communicating effectively with peers, artistic team, and technical staff.
5. **Participate** in a media arts production career field to further develop skills, knowledge, and experiences.

The curriculum sheet identifies the courses for this program.

Media Arts Production (BA) Curriculum Sheet

Media Arts Production (BA) - Audio & Music Recording Curriculum Sheet

Media Arts Production (BA) - Film & Video Curriculum Sheet

Media Arts Production (BA) - Live Audio Curriculum Sheet

Media Arts Production (BA) - Live Video Curriculum Sheet

Media Arts Production (BA) - Stage Management & Lighting Curriculum Sheet

For the course descriptions related to this program, see the courses (p. 97) section of the catalog.

Media Arts Production Curriculum

The following table shows the professional courses for each concentration in the Media Arts Production BA program.

Media Arts Production	Media Arts Production: Live Audio	Media Arts Production: Audio and Music Recording	Media Arts Production: Stage Management and Lighting	Media Arts Production: Live Video	Media Arts Production: Film and Video
PRO 240 Intro to Filmmaking	PRO 311 Electronic Media Devices	PRO 311 Electronic Media Devices	PRO 210 Stage Management	PRO 240 Intro to Filmmaking	PRO 240 Intro to Filmmaking
PRO 310 Staging & Illumination	COM 230 Interpersonal Communication	COM 230 Interpersonal Communication	COM 230 Interpersonal Communication	COM 230 Interpersonal Communication	COM 230 Interpersonal Communication
PRO 220 Live Sound II	PRO 220 Live Sound II	PRO 220 Live Sound II	PRO 315 Stagecraft	PRO 336 Video Editing	PRO 336 Video Editing
PRO 305 Live Video	PRO 405 Recording Techniques I	PRO 405 Recording Techniques I	PRO 310 Staging & Illumination	PRO 305 Live Video	PRO 316 Scriptwriting for Stage & Screen
PRO 321 Co-curricular 1 credit	PRO 321 Co-curricular 1 credit	PRO 321 Co-curricular 1 credit	PRO 132 Musical Theatre Technician 1 credit	PRO 321 Co-curricular 1 credit	PRO 321 Co-curricular 1 credit
PRO 322 Co-curricular 1 credit	PRO 322 Co-curricular 1 credit	PRO 322 Co-curricular 1 credit	PRO 133 Musical Theatre Technician 1 credit	PRO 322 Co-curricular 1 credit	PRO 322 Co-curricular 1 credit

PRO 323 Co- curricular 1 credit	PRO 323 Co- curricular 1 credit	PRO 323 Co- curricular 1 credit	PRO 332 Musical Theatre Technician 1 credit	PRO 323 Co- curricular 1 credit	PRO 323 Co- curricular 1 credit
PRO 324 Co- curricular 1 credit	PRO 324 Co- curricular 1 credit	PRO 324 Co- curricular 1 credit	PRO 333 Media Theatre Technician 1 credit	PRO 324 Co- curricular 1 credit	PRO 324 Co- curricular 1 credit
COM 230 Interpersonal Communication	PRO 430 Acoustics	PRO 430 Acoustics	PRO 320 Advanced Lighting Design	PRO 337 Advanced Post-Production	PRO 303 Media Production & Distribution
PRO 420 Stage Technologies	PRO 420 Stage Technologies	PRO 406 Recording Techniques II	PRO 420 Stage Technologies	PRO 425 Advanced Film & Video Production	PRO 425 Advanced Film & Video Production

Program Director

Ryan A. Geesaman, MS

Ryan A. Geesaman has been involved in media and technology since the 7th grade. He holds a Bachelor's degree in Television/Radio from Ithaca College and a Master's degree in Information Systems from Penn State University. He is currently completing a PhD in Communication at Regent University. From 2004 to 2018, he served as Video Production Director at LCBC Church, a multisite church based in Manheim, PA with a non-COVID weekly attendance of over 16,000. An award-winning film producer and editor, he now serves as Chair of the Communication & Media Arts Department at LBC | Capital, coordinating the Media Arts Production program.

Faculty List

Ryan A. Geesaman, MS

Dr. Michael Freeman, DEd

Media Arts Production Minor

The curriculum sheet identifies the courses for this program. Media Arts Production Minor

For the course descriptions related to this program, see the courses (p. 97) section of the catalog.

Department of Counseling & Social Work

The Department of Counseling & Social Work is designed to encourage students to understand, evaluate, and practice counseling and social work theory and methods from a biblical perspective.

Students who graduate from the department are able to give clinical care in many venues of service depending on the student's major of preparation and including both secular and Christian practice, crisis counseling centers, foster care agencies, wraparound agencies, hot-line services, rescue missions, psychiatric care units, social welfare agencies, parachurch organizations, prisons and detention centers, and senior care centers.

Department Mission

The mission of the Department of Counseling & Social Work is to educate the whole person from a biblical worldview in knowledge of theory and practice-synthesizing learning into direct practice.

Department Objectives

Students will:

1. Synthesize scientific research and literature that applies and relates to future professional work.
2. Integrate academic learning and interpersonal therapeutic skills through engagement in practical field settings.
3. Critically evaluate standard theories and methods from a biblical perspective.
4. Appropriately apply ethical principles to direct service.
5. Assess personal assets and liabilities for professional work to maximize effectiveness.
6. Acquire knowledge and ability to assess clients to establish appropriate treatment goals and methodology.

Licensure & Certification

Successful completion of the Professional School Counseling program provides opportunity for certification from the Pennsylvania Department of Education as an Educational Specialist in School Counseling for both Elementary (K-6) and Secondary (7-12) levels.

Both graduate programs in professional counseling and school counseling prepare students for licensure in Pennsylvania as a licensed professional counselor with additional requirements needed.

Department Chair

Ryan M. Kuehner, PhD

Holding a doctorate in Clinical Psychology, Dr. Kuehner considers himself fortunate to serve students as Associate Professor, Director of the M.A. Professional Counseling Program, and Chair of the Counseling & Social Work Department. Whether through ongoing research projects, student instruction and advisement, clinical practice, curriculum development, admissions management, or accreditation endeavors, Dr. Kuehner brings a wealth of scholarly and practical knowledge toward the goal of maintaining and growing premier undergraduate and graduate programs. Surrounded by extremely gifted colleagues, Dr. Kuehner is enthused to collectively forge ahead in training students in both the art and the science of professional psychotherapy undergirded by Integrationist Theory. Areas of instruction for Dr. Kuehner encompass psychopharmacology, abnormal psychology, biopsychology, professional ethics, applied counseling techniques, theories of personality, specialized therapies, and advanced applied research practicum. Dr. Kuehner has been married for 17 years; he and his wife have three children.

General Human Services Major (BSHS)

Degree: Bachelor of Science in Human Services

Majors: General Human Services, Biblical Studies

Major Mission: The mission of the General Human Services major is to prepare students for a career in the social service field, equipping them for employment within the society and/or faith-based, non-profit social service field.

Major Outcomes - Students Will:

1. Define human service practice from a strengths-based perspective.
2. Summarize one's practice orientation through effective written and oral presentation.
3. Demonstrate the skills and interventions needed for effective social service delivery.
4. Demonstrate basic knowledge of case documentation, assessment, treatment planning and referrals.
5. Identify areas of personal growth as an emerging human service professional, reflecting through the lens of a biblical worldview.

6. Appraise various theoretical assumptions relating to human behavior as observed within a practice setting.
7. Devise a plan for professional development that aligns with sound human service practice principles.

General Human Service Program Description: The General Human Service Program prepares students to engage in entry-level social service settings within the broader society as well as in a faith-based context. The students complete foundational social work courses, specifically geared to work with children, families, and those experiencing some social service injustice. Students are able to select additional coursework aligned with their interests in either social work, counseling, criminal justice or other person-centered courses from other departments. The major provides the student with a cross disciplinary approach to entry-level work. Students complete 300 internship hours during their third and fourth years in various human service settings.

General Human Services Program Purposes: The purpose of the Human Services field is to prepare students for the multi-faceted work with various populations. Along with the previously mentioned Program Outcomes, students within the General Human Services major achieve the following purposes:

Purpose 1: Identify the elements of one's personality, interpersonal skills, and integration of faith as they contribute to, or hinder, practice in a social service setting.

Purpose 2: Identify how social policy and funding sources impact the ability to deliver effective social services.

Purpose 3: Interpret the use of professional ethics within practice settings.

Purpose 4: Demonstrate the skills and interventions needed for effective social service delivery, contrasting them through a biblical worldview lens.

Purpose 5: Exhibit professional writing skills and knowledge of the professional language of human service work.

Purpose 6: Summarize evaluations and assessments of clients observed in a practice setting.

General Human Services Program Requirements: The General Human Services program prepares students who experience some uncertainty about specific career planning within the social service field. There is a high degree of flexibility with the program, allowing students to opt into the General Human Services major when it is a most logical choice, typically before the start of their junior year. Once students enter the program, attention focuses on areas of interest for them to complete their internships. Students participate in four semesters of internship, 50 hours per semester in their junior year and 100 hours per semester in their senior year. Additionally, coursework supports the student's future career aspirations.

The curriculum sheet identifies the courses for this program. General Human Services (BSHS) Curriculum Sheet

For the course descriptions related to this program, see the courses (p. 97) section of the catalog.

Program Director:

Tyler Gehman, MSW, LSW

Professor Gehman is a licensed social worker and has taught at LBC since 2017. He is passionate about disability studies, professional writing, and research.

Degree Requirements

Human Services Minor

The curriculum sheet identifies the courses for this program. Human Services Minor Curriculum Sheet

For the course descriptions related to this program, see the courses (p. 97) section of the catalog.

Psychology (BS)

Studying for a degree in Psychology at Lancaster Bible College offers students a unique opportunity to achieve a degree that differs from surrounding universities. This is an applied program focused on teaching the art and the science of counseling. By studying science, students will understand the human mind/psyche, theories, and intervention strategies. Psychology students are also equipped in understanding counseling as an art where they participate in role plays so they can hone their skills and utilize their strengths and improve their weaknesses.

Degree: Bachelor of Science

Major Mission: The program will deliver a biblically centered education in psychology that equips students to develop competency, integrate faith into their profession, nurture Christian virtue, and develop a biblical worldview in serving Christ in church and society.

Major Outcomes - Students will:

1. Demonstrate knowledge and understanding of the discipline of psychology from a biblical worldview in line with growing self-awareness
2. Analyze findings through psychological research principles undergirded by a multicultural perspective
3. Recognize the history of psychology and early philosophers and their contribution to the field
4. Employ APA ethical principles and code of conduct as a researcher and clinical observer
5. Apply the research findings to practical experiences through integrating a biblical worldview

Program Purpose & Goals: An undergraduate degree in psychology enables students to develop the analytical skills and human behavior basics to thrive in any career working with people. Throughout the program, students will grow into knowledgeable professionals with communication, research, and interpersonal skills many employers seek. Skills such as analyzing and responding to emotional, psychological, and interpersonal concerns with empathy and understanding will serve the students in a variety of employment settings. Students considering graduate school will have enhanced foundational preparation necessary for acceptance. Whether seeking entry-level employment in the mental health field or pursuing graduate school after earning an undergraduate degree, the training embedded within the program will empower students to make an impact for the Kingdom regardless of the setting in which they find themselves.

The curriculum sheet identifies the courses for this program. Psychology (BS) Curriculum Sheet

For the course descriptions related to this program, see the courses (p. 97) section of the catalog.

Degree Requirements

Program Director:

Melissa Boas, MEd

Melissa Boas works full-time at Lancaster Bible College as the Director of the Bachelor of Psychology and the Master's in Professional School Counseling degree programs. Prior to coming to LBC she worked in clinical mental health for 3 years followed by 12 years in public education as a former middle school and high school counselor, and a supervisor of school counseling services. Melissa believes that the psychology profession is a special calling from God, a very rewarding career, and she is excited to train the next generation of students. Melissa serves as an associate professor, teaches multiple courses, and supervises and advises future psychology and school counseling students. She is currently working on her Doctorate in Education degree and when she is not working she enjoys spending time with her family.

Education:

MEd, Millersville University, School Counseling
 MEd, Neumann University, Social Emotional Learning
 BS, Mansfield University, Psychology, Minor Criminal Justice

Faculty:

Dr. Ryan Kuehner, PhD

-Chair, Counseling & Social Work Department

-Director, Master of Arts Programs in Clinical Mental Health Counseling; Addiction Counseling; and Marriage, Couple, & Family Counseling

Mrs. Melissa Boas, MEd

-Director of Psychology Program and Professional School Counseling Program

-Assistant Professor

Mr. Sean Dougherty, MS, MEd

-Assistant Professor

Mr. Praveen Rudra, MA

-Coordinator, Master of Arts in Professional Counseling programs

-Assistant Professor

Mr. Jonathan Shacklett, MA, LPC, CAADC, ACS

-Assistant Professor

Counseling: Biblical Studies/Addiction Counseling Program (BS/MA)

Degree: Bachelor of Science in Psychology and Biblical Studies, Master of Arts in Addiction Counseling

Majors: Biblical Studies, Psychology, Addiction Counseling

Program Description: The BS/MA in Addiction Counseling program is a 5-year program that will allow students to obtain both a Bachelor of Science in Psychology and Master of Arts in Addiction Counseling. This program provides training that will give entry level qualifications for opportunities within addictions counseling, eligibility to apply for state licensure in PA (Licensed Professional Counselor), and professional certification (Certified Advanced Alcohol and Drug Counselor). For this degree, graduates will also be prepared to sit for the National Counselor Examination (NCE). Although not yet accredited through CACREP, the structure and content of the MA in Addiction Counseling program is aligned with the CACREP 2016 Standards.

Major Mission: The five-year BS/MA Addiction Counseling program is focused on preparing Christian students to understand the multifactorial causes and research-based treatments for various issues in the context of addiction counseling, treatment, and prevention programs, as well as in a broader mental health counseling context. The curriculum of this program is centered on biblical truth using the Integrated Psychotherapy Model that combines faith-based methods of recovery with research-driven counseling methods. Fully acknowledging God as our ever-present help in time of trouble, this program will embark students on their missional career by thoroughly equipping them with practical and scholarly professional skills to serve within the local church, para-church organizations, counseling organizations, hospitals, prisons, retirement centers, and a variety of human service settings.

Major Outcomes - Students will:

1. Recognize the history, development, legislation, government policy, ethics, and professional identity development of counselors within the field of addiction counseling.
2. Evaluate theories, models, techniques, and interventions related to addiction counseling and substance use, as well as philosophies of addiction-related self-help through a biblical perspective.
3. Learn the application of principles, models, and documentation formats of biopsychosocial case conceptualization, etiology, treatment planning, diagnostic process, referral, application to testing and assessment, and prevention of addictive and substance use disorders.
4. Enhance culturally and developmentally relevant skills necessary to raise awareness and support addiction, substance abuse prevention and the recovery process at various delivery modalities within the continuum of care.
5. Develop understanding of the scholarly literature and its application within the neurological, behavioral, psychological, physical, and social effects of psychoactive substances and addictive disorders in order to develop skills to assess symptoms of psychoactive substance toxicity, intoxication, resiliency to psychoactive substance abuse disorders and withdrawal while utilizing reduction techniques for negative effects of substance use, abuse, dependence, and addictive disorders.
6. Determine the classifications, indications, contraindications of commonly prescribed psychopharmacological medications for appropriate medical referral and consultation, while understanding the potential of substance use disorders mimicking and/or co-occurring with a variety of medical and psychological disorders
7. Identify the role of wellness and spirituality within the addiction recovery process, while incorporating vocation, family, social networks, and community systems within the recovery and treatment process.
8. Acquire an understanding of ethical principles and application to prospective addiction counseling situations that reflect an open and collaborative approach to resolve legal and ethical dilemmas.
9. Assist clients in recognizing life problems caused by addiction and continued harmful use or abuse, versus the benefits of life without an addiction.
10. Synthesize information and knowledge into practice through supervised counseling experiences.

Program Purpose & Goals:

The Educational Philosophy of the BS/MA Addiction Counseling Program is:

1. To provide clinical training such that students are well-versed in research-based theoretical orientations and able to articulate and apply such views.

2. To provide ample clinical experiences (in vivo and case study) such that students are able to grasp and deliver individual psychotherapy.
3. To provide a framework of learning that promotes critical thinking so that students are able to demonstrate professional evaluation of theoretical content in light of a biblical worldview.
4. To provide robust clinical supervision for students as they practice/apply clinical skills taught in the classroom.
5. To provide experiences in which students can transition their knowledge of scholarly publications and foundational, research-based clinical theories into future research endeavors.

The curriculum sheet identifies the courses for this program. Counseling: Biblical Studies/Addiction Counseling (BS/MA) Curriculum Sheet

For the course descriptions related to this program, see the courses (p. 97) section of the catalog.

Degree Requirements

Program Director:

Ryan M. Kuehner PhD (Associate Professor, Chair, Counseling & Social Work Dept. and M.A. in Professional Counseling Program Director)

Holding a doctorate in Clinical Psychology, Dr. Kuehner considers himself fortunate to serve students as Associate Professor, Director of the M.A. Professional Counseling Program, and Chair of the Counseling & Social Work Department. Whether through ongoing research projects, student instruction and advisement, clinical practice, curriculum development, admissions management, or accreditation endeavors, Dr. Kuehner brings a wealth of scholarly and practical knowledge toward the goal of maintaining and growing premier undergraduate and graduate programs. Surrounded by extremely gifted colleagues, Dr. Kuehner is enthused to collectively forge ahead in training students in both the art and the science of professional psychotherapy undergirded by Integrationist Theory. Areas of instruction for Dr. Kuehner encompass psychopharmacology, abnormal psychology, biopsychology, professional ethics, applied counseling techniques, theories of personality, specialized therapies, and advanced applied research practicum. Dr. Kuehner has been married for 17 years; he and his wife have three children.

Faculty:

Resident Faculty:

Ryan M. Kuehner, Ph.D.

Jon Shacklett, MA, LPC, CAADC, ACS

Melissa Boas, MEd

Praveen Rudra, MA

Adjunct and Visiting Faculty:

Arwa Nye, MEd

Brittany Ober, MA

Daniel Grubb, MA

Day Butcher, Ph.D.

Faith Ann Day, MA

James Johnson, DMin

Jonathan Reese, MA

Joshua Irvine, MA, LPC

Justin D. Charles, PsyD

Justin Steele, PsyD

Kimberly Blest, MA, LPC

Olivia Murrin, MA, LPC

Sean Dougherty, MS, MEd

Professional Counseling/Clinical Mental Health Counseling Program (BS/MA)

Degree: Bachelor of Arts in Psychology, Master of Arts in Clinical Mental Health Counseling

Majors: Biblical Studies, Psychology, Clinical Mental Health Counseling

Program Description: The BS/MA Clinical Mental Health Counseling program is a five-year program that will allow students to obtain both a Bachelor of Science in Professional Counseling and Master of Arts in Clinical Mental Health Counseling within five years. This degree program will provide training that will give entry level qualifications for opportunities in professional mental health opportunities, eligibility to apply for the state licensure (Licensed Professional Counselor), and professional certification. For this degree, graduates will be prepared to sit for the National Counselor Examination (NCE). Although not yet accredited through CACREP, the structure and content of the MA in Addiction Counseling program is aligned with the CACREP 2016 Standards.

In a 4+1 program, students work toward the completion of an undergraduate degree while also pursuing a Master's degree. Graduate-level courses taken during undergraduate studies fulfill both undergraduate elective requirements and graduate program requirements. In the 4+1 program, students are dual-enrolled in LBC and Capital Seminary and Graduate School.

Major Mission: The program will provide training that will give entry level qualifications for opportunities in professional mental health counseling field, eligibility to apply for state licensure in PA (Licensed Professional Counselor), and professional certifications.

Major Outcomes - Students will:

1. Recognize the history, development, legislation, government policy, ethics, and professional identity development of counselors within the field of clinical mental health counseling.
2. Evaluate theories, models, techniques, interventions related to clinical mental health counseling, and treatment of a broad range of mental health issues from a biblical perspective.
3. Learn the application of theories and models in developing case conceptualization, etiology, treatment planning, diagnostic process, referral, and prevention of mental and emotional disorders.
4. Comprehend the administration, interpretation, and application of psychological tests and assessments specific to clinical mental health counseling.
5. Develop an understanding of scholarly literature and its application within Clinical Mental Health Counseling.
6. Enhance clinical and administrative skills necessary to conduct competent cultural treatment at various mental health service delivery modalities within the continuum of care.
7. Understand the etiology of trauma, crisis, and addictions and develop the skills to assess its impact on biological, psychological, and neurological mechanisms of mental health.
8. Acquire an understanding of ethical principles and application to prospective clinical situations that reflect an open and collaborative approach to resolve legal and ethical dilemmas.

9. Synthesize information and knowledge into practice through supervised counseling experiences.
10. Understand the classifications, indications, and contraindications of commonly prescribed psychopharmacological medications for appropriate medical referral and consultation.

Additional Requirements needed for Pennsylvania Licensure

Program Purpose & Goals:

The Educational Philosophy of the BS/MA Clinical Mental Health Counseling Program is:

1. To provide clinical training such that students are well-versed in research-based theoretical orientations and able to articulate and apply such views.
2. To provide ample clinical experiences (in vivo and case study) such that students are able to grasp and deliver individual psychotherapy.
3. To provide a framework of learning that promotes critical thinking so that students are able to demonstrate professional evaluation of theoretical content in light of a biblical worldview.
4. To provide robust clinical supervision for students as they practice/apply clinical skills taught in the classroom.
5. To provide experiences in which students can transition their knowledge of scholarly publications and foundational, research-based clinical theories into future research endeavors.

The curriculum sheet identifies the courses for this program. Professional Counseling/Clinical Mental Health Counseling (BA/MA) Curriculum Sheet

For the course descriptions related to this program, see the courses (p. 97) section of the catalog.

Program Requirements:

All the students pursuing 4+1 counseling program are initially accepted into the BS Professional Counseling program. After meeting the admissions criteria mentioned below the students are required to apply for the 4+1 program. Below is the information regarding the admissions criteria, application process, application deadline and admission interview information.

ADMISSION CRITERIA

1. Completed or registered for PCN 123 Introduction to the Counseling Profession, PCN 122 Group Experience, PCN 201 Systems of Counseling I, PCN 212 Systems of Counseling II.
2. Completed or transferred a total of 46 or more credits.
3. A cumulative GPA of 3.0 and professional GPA of 3.00.

APPLICATION PROCESS

Purpose Statement: Submit a 1-2 page, APA formatted, double spaced statement indicating why you wish to be admitted to the 4+1 Bachelor/Master's Program. Be sure to address personal strengths and what you have heard others say about you as they relate to your desire to seek employment in the counseling profession.

Writing Sample Paper: Submit a research paper you have written in APA format, from one of the following courses: PCN 122, PCN 123, PCN 201, PCN 212. The writing sample should demonstrate your aptitude for graduate level scholarly writing. Ensure that your writing sample includes the following:

- Between 500 and 1000 words
- Accurate spelling, grammar, and punctuation.
- Ideas are well organized and adequately address the question posed.
- Support from the professional literature formatted in correct APA style.

Faculty Reference: Request two LBC faculty members to complete the reference form and have them submit it directly to the counseling department administrative assistant.

Application: Turn in this application form, your purpose statement & the writing sample to department assistant through email (cswdepartment@lbc.edu) or in person. Please turn in all these documents at the same time. If you have any questions, you can contact us at 717.560.8227.

APPLICATION DEADLINE

Your completed application should be received by the Department of Counseling & Social Work Office before the below mentioned deadline into the 2nd semester of your sophomore year. You will also be required to attend the orientation seminar before applying to the Graduate School the dates for the orientation will be available on e-campus.

Term	Deadline
Fall	October 1 st
Spring	Mar 1 st

ADMISSION INTERVIEW

Following receipt and review of the application, purpose statement, writing sample & faculty reference our department assistant will schedule your interview with the admissions committee of counseling department. Within 15 days after the interview, admissions committee will inform their decision via email. The potential outcomes are approved, approved with provision, or denied.

Additional Information:

Candidacy Process

Upon receiving provisional acceptance to the graduate program, new BS/MA counseling students will be required to complete the following steps in order to obtain full candidacy acceptance into the graduate program. Students' academic performance, interpersonal characteristics, and behavior are monitored throughout the program to ensure competency in preparation for the counseling profession.

1. Complete all 1st Tier Professional Core courses (15 credits) to demonstrate academic fitness and interpersonal fitness. Students must obtain a grade of B or higher. Each student will also be rated by their professors on various interpersonal and academic performance standards via the Critical Competencies Review form in each of the Tier 1 courses.
2. Obtain two (2) background checks are required prior to your candidacy interview and are necessary for approval for field placement. (If living or working in a different state, please review your state requirements for obtaining clearances).
 - PA Child Abuse Clearance (ACT 151)
 - PA Criminal Background Check (ACT 34)
 - Proof of completed Mandated Reporter Training
3. Complete Personality and Career Assessment to ensure the student is at a socio-emotional and behavioral level fit for the profession.
 - o MMPI-2: Before exiting the Pre-Candidacy phase, the student will need to obtain a personality evaluation, comprising of the Minnesota Multiphasic Personality Inventory – 2nd 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.
 - o 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.
4. Submit the Candidacy Application to the Counseling & Social Work department for review.

5. Schedule and participate in a candidacy interview. 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 your 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.

Upon receiving full candidacy acceptance to the MA program, students can then proceed to enroll in courses from the 2nd Tier Professional Courses.

Counselor Preparation Comprehension Examination

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 CPCE will cover the eight required core areas outlined in CACREP 2016 Standards. Furthermore, the CPCE will also provide collective feedback that can be used by the program in developing/adapting curriculum. The CPCE is offered once each Spring, Summer, and Fall semester. More specifically, students can expect the exam to take place on a weekday between 5:30-10:00pm on campus.

Degree Requirements

Program Director:

Ryan M. Kuehner PhD (Associate Professor, Chair, Counseling & Social Work Dept. and M.A. in Professional Counseling Program Director)

Holding a doctorate in Clinical Psychology, Dr. Kuehner considers himself fortunate to serve students as Associate Professor, Director of the M. Professional Counseling Program, and Chair of the Counseling & Social Work Department. Whether through ongoing research projects, student instruction and advisement, clinical practice, curriculum development, admissions management, or accreditation endeavors, Dr. Kuehner brings a wealth of scholarly and practical knowledge toward the goal of maintaining and growing premier undergraduate and graduate programs. Surrounded by extremely gifted colleagues, Dr. Kuehner is enthused to collectively forge ahead in training students in both the art and the science of professional psychotherapy undergirded by Integrationist Theory. Areas of instruction for Dr. Kuehner encompass psychopharmacology, abnormal psychology, biopsychology, professional ethics, applied counseling techniques, theories of personality, specialized therapies, and advanced applied research practicum. Dr. Kuehner has been married for 17 years; he and his wife have three children.

Faculty:

Resident Faculty:

Ryan M. Kuehner, Ph.D.

Jon Shacklett, MA, LPC, CAADC, ACS

Melissa Boas, MEd

Praveen Rudra, MA

Adjunct and Visiting Faculty:

Arwa Nye, MEd

Brittany Ober, MA

Daniel Grubb, MA

Day Butcher, Ph.D.

Faith Ann Day, MA

James Johnson, DMin

Jonathan Reese, MA

Joshua Irvine, MA, LPC

Justin D. Charles, PsyD

Justin Steele, PsyD

Kimberly Blest, MA, LPC

Olivia Murrin, MA, LPC

Sean Dougherty, MS, MEd

Professional Counseling/Marriage, Couple and Family Counseling Program (BS/MA)

Degrees: Bachelor of Arts in Biblical Studies; Master of Arts in Marriage, Couple, & Family Counseling

Majors: Biblical Studies, Professional Counseling, Marriage, Couple & Family Counseling

Program Description: The BS/MA Marriage, Couple & Family Counseling program is a five-year program that will allow students obtain both a Bachelor of Science in Psychology and Master of Arts in Marriage, Couple, & Family Counseling. This program will provide training that will give entry level qualifications for opportunities within marriage, couple and family counseling, eligibility to apply for state licensure in PA (Licensed Professional Counselor), and professional certification. For this degree, graduates will also be prepared to sit for the National Counselor Examination (NCE). Although not yet accredited through CACREP, the structure and content of the MA in Marriage, Couple & Family Counseling program is aligned with the CACREP 2016 Standards.

Major Mission: The program will provide training that will give entry level qualifications for opportunities in marriage, couple & family counseling field, eligibility to apply for state licensure in PA (Licensed Professional Counselor), and professional certifications.

Major Outcomes - Students will:

1. Recognize the history, development, legislation, government policy, ethics, professional identity development of counselors within the context of marriage, couple, and family counseling.
2. Evaluate family phenomenology, family of origin theories, models, techniques, and interventions related to marriage, couple, and family counseling, in order to foster family wellness through a biblical perspective.
3. Learn the application of theories and models in developing case conceptualization, etiology, treatment planning, diagnostic process, and referral within family systems and dynamics.
4. Comprehend assessments, including diagnostic interviews, genograms, family mapping, mental diagnostic status examinations, symptom inventories, and psychoeducational and personality assessments.
5. Develop an understanding of scholarly literature and its application of the structures of marriage, couples, and families, within the realms of human sexuality and its effect on couple and family functioning, aging and intergenerational influences, immigration, and related family concerns.
6. Enhance skills necessary to conduct competent cultural treatment relevant to marriage, couple, and family functioning, at various delivery modalities within the continuum of care.
7. Understand the etiology of trauma and crisis as well as the impact of interpersonal violence, mental health, and addiction on marriages, couples, and families.

8. Acquire strategies for interfacing with the legal system while understanding ethical principles and application to prospective marriage, couple, and family counseling.
9. Demonstrate understanding regarding the impact of life, gender roles, career, unemployment, under-employment, and changes in socioeconomic standing on marriages, couples, and families.
10. Synthesize information and knowledge into practice through supervised counseling experiences.

Additional Requirements are needed for Pennsylvania Licensure

Program Purpose and Goals:

The Educational Philosophy of the BA/MA Marriage, Couple & Family Counseling Program is:

1. To provide clinical training such that students are well-versed in research-based theoretical orientations and able to articulate and apply such views.
2. To provide ample clinical experiences (in vivo and case study) such that students are able to grasp and deliver individual psychotherapy.
3. To provide a framework of learning that promotes critical thinking so that students are able to demonstrate professional evaluation of theoretical content in light of a biblical worldview.
4. To provide robust clinical supervision for students as they practice/apply clinical skills taught in the classroom.
5. To provide experiences in which students can transition their knowledge of scholarly publications and foundational, research-based clinical theories into future research endeavors.

The curriculum sheet identifies the courses for this program. Professional Counseling/Marriage, Couple & Family Counseling (BA/MA) Curriculum Sheet

For the course descriptions related to this program, see the courses (p. 97) section of the catalog.

Degree Requirements

Program Director:

Ryan M. Kuehner PhD (Associate Professor, Chair, Counseling & Social Work Dept. and M.A. in Professional Counseling Program Director)

Holding a doctorate in Clinical Psychology, Dr. Kuehner considers himself fortunate to serve students as Associate Professor, Director of the MA Professional Counseling Program, and Chair of the Counseling & Social Work Department. Whether through ongoing research projects, student instruction and advisement, clinical practice, curriculum development, admissions management, or accreditation endeavors, Dr. Kuehner brings a wealth of scholarly and practical knowledge toward the goal of maintaining and growing premier undergraduate and graduate programs. Surrounded by extremely gifted colleagues, Dr. Kuehner is enthused to collectively forge ahead in training students in both the art and the science of professional psychotherapy undergirded by Integrationist Theory. Areas of instruction for Dr. Kuehner encompass psychopharmacology, abnormal psychology, biopsychology, professional ethics, applied counseling techniques, theories of personality, specialized therapies, and advanced applied research practicum. Dr. Kuehner has been married for 17 years; he and his wife have three children.

Faculty:

Resident Faculty:

Ryan M. Kuehner, PhD

Jon Shacklett, MA, LPC, CAADC, ACS

Melissa Boas, MEd

Praveen Rudra, MA

Adjunct and Visiting Faculty:

Arwa Nye, MEd

Brittany Ober, MA

Daniel Grubb, MA

Day Butcher, Ph.D.

Faith Ann Day, MA

James Johnson, DMin

Jonathan Reese, MA

Joshua Irvine, MA, LPC

Justin D. Charles, PsyD

Justin Steele, PsyD

Kimberly Blest, MA, LPC

Olivia Murrin, MA, LPC

Sean Dougherty, MS, MEd

Professional School Counseling Program (BS/MEd)

Degree: Bachelor of Science, Master of Education

Majors: Biblical Studies, Professional Counseling, Professional School Counseling

Certification: Pennsylvania School Counseling (K-12)

Program Description: The BS/M.Ed. Professional School Counseling program is a five-year program that will allow students to obtain both a Bachelor of Science in Psychology and Master of Education in Professional School Counseling within five years. The Masters of Education in Professional School Counseling PK-12 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 (ASCA) National Model is utilized in the development, implementation, and delivery of comprehensive professional school counseling services. This program provides a unique opportunity to integrate both faith and practice into the field of professional school counseling. Students have the option of taking 12 credits in addition to the 48-credit degree (60 credits total) to meet the Pennsylvania requirements to sit for the National Counselor Examination (NCE) and be a Licensed Professional Counselor (LPC). The structure and content of the M.Ed. School Counseling program are aligned with the CACREP 2016 Standards.

Major Mission: The program will provide training that will give entry level qualifications and grant students the opportunity to seek PA public school certification and state licensure as a Licensed Professional Counselor.

Major Outcomes - Students will:

Program Outcomes: (CACREP 2016, 5, G)

1. Recognize the history, development, legislation, government policy, ethics, and professional identity development of school counselors within the field of education.
2. Evaluate theories, models, techniques, and interventions related to a comprehensive school counseling program and from a biblical perspective.
3. Comprehend the administration, interpretation, and application of assessments specific to P-12 education.
4. Develop techniques to foster collaboration and consultation when working with families, personnel, agencies, and all stakeholders within the educational system.
5. Demonstrate an understanding of advocacy required to address institutional and social barriers that impede access, equity, and success for students.
6. Exhibit comprehension of multicultural counseling competencies.
7. Display knowledge of skills related to assessing abilities, interests, values, and personality factors related to college and career readiness.
8. Adherence to ethical standards of professional counseling organizations and a knowledge of credentialing bodies.
9. Identify risk factors and warning signs of students at risk for mental health and behavioral disorders including substance abuse.
10. Utilize data to inform decision-making.

Program Purpose & Goals:

1. Promote self-awareness and emotional intelligence.
2. Provide students with a robust supervision experience as they practice/apply skills taught in the classroom and transition those pedagogical strategies to enhance professional development as a competent school counselor.
3. Provide opportunities to develop cultural competence, including the knowledge, skills, beliefs, and attitudes to grow as a culturally sensitive counselor.
4. Produce school counselors who take a holistic approach, incorporating wellness, empowering students, advocating for self and stakeholders, and are change agents for the entire system.
5. Provide a framework of learning that promotes critical thinking so that students are able to demonstrate professional evaluation of theoretical content in light of a biblical worldview.

The curriculum sheet identifies the courses for this program. Professional School Counseling (BS/MEd) Curriculum Sheet

For the course descriptions related to this program, see the courses (p. 97) section of the catalog.

Degree Requirements

Program Director:

Melissa Boas, MEd (Assistant Professor; Director for Professional School Counseling & BS Psychology Programs)

Melissa Boas works full-time at Lancaster Bible College as the Director of the Professional School Counseling program and Director of the BS Psychology degree. Prior to coming to LBC she worked 12 years in public education as a former middle school and high school counselor, and a supervisor of school counseling services. Melissa believes that school counselors are integral within school districts in meeting the needs of all students' social emotional development, fostering academic growth, and providing career education services. Melissa believes that the profession of school counseling is a special calling from God, a very rewarding career, and is excited to train the next generation of school counselors. Melissa serves as an associate professor, teaches multiple courses, and supervises and advises future school counseling students. She is currently working on her doctorate in Education degree and when she is not working she enjoys spending time with her family.

Resident Faculty:

Ryan M. Kuehner, PhD, LPC
Jon Shacklett, MA, LPC, CAADC, ACS
Melissa Boas, MEd
Praveen Rudra, MA, LPC
Day Butcher, EdD, LPC, LCAT, ATR-BC

Adjunct and Visiting Faculty:

Abby Keiser, MS
Brittany Ober, MA
Carol Geiger, MA, MEd, LPC
Faith Ann Day, MA, LPC
Grace Martin, MA, LPC
Jenee Bare, MA
Jessica Todorov, MA
Jonathan Reese, MA, LPC
Joshua Irvine, MA, LPC
Karen Mummau, MSW, LCSW
Lori DeWald, MA, NCC, LBS
Olivia Murrin, MA, LPC
Sean Dougherty, MS, MEd
Tony Byler, MD

Social Work Major (BSW)

Degree: Bachelor of Social Work

Majors: Social Work, Biblical Studies

Major Mission: The Bachelor of Social Work program exists to equip students to serve society and the church through generalist social work practice and lay the foundation for graduate studies in the field of social work within the context of a biblical worldview.

Major Outcomes - Students will:

1. Critically evaluate theories and methods for use in direct service.
2. Analyze issues of diversity, discrimination, and societal justice as they apply to various socioeconomic and cultural groups.
3. Synthesize learning in direct practice.
4. Appropriately apply ethical principles to direct service.
5. Integrate and evaluate scientific research and literature to professional work.
6. Acquire knowledge and ability to assess clients on a micro, mezzo, and macro level to establish appropriate treatment goals and methodology.

Social Work Program Description:

The Bachelor of Social Work Program prepares students to engage in contexts within the broader society in human services as well as in a faith-based context. The students are exposed to a person-in-environment approach to understanding human behavior. This approach drives students to synthesize human well-being at each point along the continuum of the helping relationship. The students are taught to use a strengths based approach in practice with individuals, families, groups, organizations and communities. The students in the Social Work Program will be exposed to diversity issues in Social Work woven throughout the curriculum. Valuing human diversity sets the framework for practice within the social work context. The knowledge that the students receive is developed through their research of human behavior. This scientific and methodical approach to understanding the complexities of the human experience is built in an intentional way through the use of the generalist social work approach imbedded in the core Social Work courses. Understanding poverty from a context which intersects with faith challenges student's understanding and broadens the reality of the human condition, encouraging students to speak up for human rights in a practice context. Careful attention is given to expose students to opportunities in which rich dialogue exists to enhance their worldview.

Bachelor of Social Work Program Outcomes:

Students will:

1. Critically evaluate theories and methods for use in direct service.
2. Analyze issues of diversity, discrimination, and societal justice as they apply to various socioeconomic and cultural groups.
3. Synthesize learning in direct practice.
4. Appropriately apply ethical principles to direct service.
5. Integrate and evaluate scientific research and literature to professional work.
6. Acquire knowledge and ability to assess clients on a micro, mezzo, and macro level to establish appropriate treatment goals and methodology.

Bachelor of Social Work Program Purposes:

The purpose of the Bachelor of Social Work profession is to promote human and community well-being. Guided by a person and environment construct, a global perspective, respect for human diversity, and knowledge based on scientific inquiry, social work's purpose is actualized through its quest for social and economic justice, the prevention of conditions that limit human rights, the elimination of poverty, and the enhancement of the quality of life for all persons. In order to achieve this mission, the Social Work Program integrates the purposes and values of the Social Work profession with a biblical worldview which is the program's context.

The following goals have been identified specific to the Social Work Program:

Goal 1: Prepare students for generalist practice with individuals, families, groups, organizations and communities

Goal 2: Develop student understanding of policy and practice, with an emphasis on advocacy which advances human rights

Goal 3: Prepare students for culturally relevant and competent practice with diverse populations, valuing human relationships in every context

Goal 4: Recognize the value of self-awareness opportunities in the classroom, in the community and other interpersonal relationships, instilling in the students a desire to value human relationships in every context

Goal 5: Prepare students to engage in lifelong learning and professional development through research informed practice and practice informed research

Goal 6: Interpret social work knowledge, values and skills through a biblical worldview

Bachelor of Social Work Program Requirements:

The Bachelor of Social Work Program is organized in a linear fashion in line with the development of core foundational knowledge for the student progressing to practice courses. During the first two years, the students will complete the 5 foundational courses (Introduction to Social Work, Cultural Diversity, Social Work Policy, Human Behavior and the Social Environments I and II) which serve as one of the requirements to gain entrance into the Social Work Program. Beginning the junior year, students enter the Practice Courses which include the Junior Practicum and Senior Field Seminar and Internship courses.

Students enter their studies within the Social Work Program as an "intent to major" student through their sophomore year of study. Students apply for formal admission to the Social Work Program during their sophomore year. Once admitted, they are then invited to begin their practice concentration. During the student's junior year of study, they plan for their Field Internship. Social Work faculty assist the students arrange for the full-year, 420 hour Internship within the community.

The curriculum sheet identifies the courses for this program. Social Work (BSW) Curriculum Sheet

For the course descriptions related to this program, see the courses (p. 97) section of the catalog.

Educational Level of the Social Work Program:

LBC | Capital's Bachelor of Social Work program received reaffirmation of its accreditation through the Council on Social Work Education (CSWE) in 2020.

Degree Requirements

Program Director:

Tyler Gehman, MSW, LSW

Professor Gehman is a licensed social worker and has taught at LBC since 2017. He is passionate about disability studies, professional writing, and research.

Faculty:

Tyler Gehman, MSW, LSW

Mary Yager, MSW

Department of Education

The Education Department prepares and equips teachers for both public schools and private religious schools. Coursework and field experiences emphasize knowledge acquisition, implementation of effective instruction and management, professionalism, and integration of a biblical worldview.

The Education Department offers the following majors leading to specific degrees and certifications:

Early Childhood Education (Grades PreK-4)

- Bachelor of Science in Education
- Pennsylvania Instructional I certification (PreK-4)
- Association of Christian Schools International Standard certification (K-8)

Middle Level Education (Grades 4-8) with concentrations/focuses in English, math, social studies and science

- Bachelor of Science in Education, Bachelor of Arts in Biblical Studies
- Pennsylvania Instructional I certification (4-8)
- Association of Christian Schools International Standard certification (K-8)

In addition to the Education Department majors, Lancaster Bible College also offers several other education programs leading to Pennsylvania certification. For detailed program requirements, see the sponsoring academic department indicated for each.

- **Health & Physical Education** (Grades K-12) - Department of Health & Physical Education
- **Music Education** (Grades K-12) - Department of Music, Worship & Performing Arts
- **Professional School Counselor** (Grades K-12) - Department of Counseling & Social Work

Early Level, Middle Level, and HPE can also be completed for certification-only if one has a bachelor's degree.

Undergraduate students may pursue additional certification in Special Education or English as a Second Language at the Master's level by applying to the BS/MEd program.

The annual Title II report indicating the proficiency of the student teachers from these majors is available on LBC's website.

Department Mission

The Education Department exists to prepare and disciple teachers to be reflective, relational, and relevant practitioners who think biblically in order to impact the educational community.

Department Outcomes

The teacher candidate will integrate knowledge to design coherent learning experiences.

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 teacher candidate will implement safe, equitable, learning-focused environments.

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 teacher candidate will demonstrate effective instructional practices.

The teacher candidate will demonstrate effective instructional practices as characterized by

1. *clear verbal, nonverbal, and media communication,*
2. *reflective and responsive teaching using multiple instructional strategies,*
3. *implementation of a variety of assessment measures, and*
4. *engagement of students in higher level thinking and learning.*

The teacher candidate will demonstrate professionalism.

The teacher candidate will demonstrate professionalism by

1. *adhering to ethical, institutional and legal guidelines,*
2. *maintaining accurate records,*
3. *seeking opportunities to grow professionally,*
4. *reflecting on his/her own practice, and*
5. *collaborating with colleagues, parents, and the community to ensure learner growth and advance the profession.*

The teacher candidate will integrate a biblical worldview.

The teacher candidate will demonstrate a biblical worldview in his/her personal and professional life.

Policies and Procedures

A complete copy of the Teacher Certification handbook can be found on the LBC website and is the official and most current guide for any certification-related information. The following points are highlights of the handbook-documented guidelines. Please refer to the entire handbook for a complete understanding of the policies and procedures related to teacher certification at LBC.

Admission and Retention

Preliminary admission to the Education Department is available to all entering freshmen as they fulfill all the college admissions requirements. The first course, EDU 101 (p. 128) The Teaching Profession, provides opportunity for students to determine their interest in the teaching profession and for the faculty to evaluate the students' abilities.

In order to gain formal admittance to Teacher Certification Studies, the student must submit several documents, earn a 3.0 GPA, and pass courses with specific grades. See the handbook for more specifics. These requirements must be met before 48 credits have been earned or by spring semester of the sophomore year.

Individuals transferring with some credits or a bachelor degree from an accredited institution who wish to obtain certification through Lancaster Bible College must follow the standard admissions policies of the college and consult with the Education Department chair to establish a course of study that will result in the faculty being able to recommend the individual for certification.

In order to be retained in the Education Department and maintain eligibility to take education courses, students must meet the required 3.0 GPA requirement. All education students must also demonstrate proficiency in English and math and receive satisfactory evaluations in field experiences. Should a student not be in compliance with any of these criteria he/she will be notified of that status, and further enrollment in education courses may be prohibited until that criteria has been met.

Undergraduate students desiring to enter a BS/MEd program must submit an application. See the handbook for Master of Education programs for more specifics about admission, retention, and graduation requirements.

Field Experiences

Field experiences consist of observation, internship, practicum and student teaching. Students in early education classes complete observations as a part of course requirements. Upperclassmen are assigned to internship, practicum, and student teaching experiences by the Field Placement Coordinator. Student teaching placements occur within a 40 mile radius of LBC unless the student is completing an international experience. Student teachers complete two placements, each seven ½ weeks in length in a public and private school.

Prior to the first field experience, all students must submit the originals of the following clearances: Criminal Record Check, Child Abuse Check, and Federal Fingerprinting. Information for obtaining these clearances can be found in the Teacher Certification Handbook or by contacting the Education Department. Fees associated with clearances are the responsibility of the student.

Completion and Certification

Students are eligible to be recommended for their appropriate certifications after they have successfully completed all requirements for a Lancaster Bible College degree(s), earned a 3.0 GPA, demonstrated appropriate proficiencies in the student teaching experience, met all required health and character clearances, passed mandatory PA Department of Education test(s), and have been endorsed by LBC's Certification Officer. Fees associated with certification are the responsibility of the student.

Department Chair

Dr. Stacey Martin, EdD

Dr. Martin has served at LBC | Capital since 2012. Prior to that, she served for 17 years as a teacher and administrator in various childcare, preschool, and elementary school settings. Her studies have focused on developmentally appropriate practices in early childhood, as well as on meeting the needs of students from diverse populations, particularly children who are affected by poverty. Her favorite days are full of time spent mentoring future teachers and maintaining a partnership with Aurora Primary School in South Africa.

Early Childhood Education Major (BSEd)

Degree: Bachelor of Science in Education

Majors: Early Childhood Education, Biblical Studies

Certification: Pennsylvania (PreK-4) and ACSI (K-8)

Program Description: The Early Childhood Education Major trains students to teach children in grades PreK-4 in a variety of educational settings. Coursework and field experiences focus on understanding the needs of the "whole child" and implementing developmentally appropriate practices. Students in this major become the generalist elementary teacher, teaching all subjects to students.

Major Mission: The Early Childhood Education major trains students from a philosophical base which reflects a biblical worldview, to serve the community as teachers in public and private schools.

Major Outcomes:

1. The teacher candidate will integrate knowledge to design coherent learning experiences.
2. The teacher candidate will implement safe, equitable, learning-focused environments.
3. The teacher candidate will demonstrate effective instructional practices.
4. The teacher candidate will demonstrate professionalism.
5. The teacher candidate will integrate a biblical worldview.

The curriculum sheet identifies the courses for this program. Early Childhood Education (BSEd) Curriculum Sheet

For the course descriptions related to this program, see the courses (p. 97) section of the catalog.

Program Director:

Dr. Stacey Martin, EdD

Dr. Martin has served at LBC | Capital since 2012. Prior to that, she served for 17 years as a teacher and administrator in various childcare, preschool, and elementary school settings. Her studies have focused on developmentally appropriate practices in early childhood, as well as on meeting the needs of students from diverse populations, particularly children who are affected by poverty. Her favorite days are full of time spent mentoring future teachers and maintaining a partnership with Aurora Primary School in South Africa.

Faculty:

Robin Bronkema, PhD
 Bob Dodson, EdD
 Christine Kirkpatrick, EdS
 Stacey Martin, EdD
 Timothy Shea, PhD

Early Childhood Education/English as Second Language Major (BS/MEd)

Degrees: Bachelor of Science in Education, Master of Education

In a 4+1 program, students work toward the completion of an undergraduate degree while also pursuing a Master's degree. Graduate-level courses taken during undergraduate studies fulfill both undergraduate elective requirements and graduate program requirements. In the 4+1 program, students are dual-enrolled in LBC and Capital Seminary and Graduate School.

Majors: Early Childhood Education, Biblical Studies, English as a Second Language (ESL)

Certification: Pennsylvania Instructional I (PreK-4 and ESL PreK-12) and ACSI (K-8)

Major Mission: The Early Childhood Education major trains students from a philosophical base which reflects a biblical worldview, to serve the community as teachers in public and private schools. The Master of Education: ESL seeks to train students from a philosophical basis which reflects a biblical worldview to serve as teachers in English as a Second Language in public and private schools.

Program Description: The Early Childhood Education/English as a Second Language Major trains students to teach children in grades PreK-4 in a variety of educational settings, as well as serve as an ESL teacher in grades PreK-12. Coursework and field experiences focus on understanding the needs of the "whole child" and implementing developmentally appropriate practices. Students in this major can be eligible to become the generalist elementary teacher, teaching all subjects to students, and the ESL teacher.

Major Outcomes:

1. The teacher candidate will integrate knowledge to design coherent learning experiences.
2. The teacher candidate will implement safe, equitable, learning-focused environments.
3. The teacher candidate will demonstrate effective instructional practices.
4. The teacher candidate will demonstrate professionalism.
5. The teacher candidate will integrate a biblical worldview.

The curriculum sheet identifies the courses for this program. [Early Childhood Education/English as a Second Language \(BS/MEd\) Curriculum Sheet](#)

For the course descriptions related to this program, see the [courses](#) (p. 97) section of the catalog.

Program Director:

Dr. Robin Bronkema, PhD

Dr. Bronkema has a passion for Christian education, having served on the board and as an administrator of a Christian school. She brings that experience to LBC as well as her love for leadership and student success to her role as director of the graduate programs at LBC.

Full Time Faculty:

Dr. Robin Bronkema, PhD
Dr. Bob Dodson, EdD
Mrs. Christine Kirkpatrick, EdS
Dr. Stacey Martin, EdD
Dr. Timothy Shea, PhD

Early Childhood Education/Special Education Major (BS/MEd)

Degrees: Bachelor of Science in Education, Masters of Education

Majors: Early Childhood Education, Biblical Studies, Special Education

Certification: Pennsylvania Instructional I (PreK-4 and Special Education PreK-8) and ACSI (K-8)

Major Mission: The Early Childhood Education major trains students from a philosophical base which reflects a biblical worldview, to serve the community as teachers in public and private schools. 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.

Major Outcomes:

1. The teacher candidate will integrate knowledge to design coherent learning experiences.
2. The teacher candidate will implement safe, equitable, learning-focused environments.
3. The teacher candidate will demonstrate effective instructional practices.
4. The teacher candidate will demonstrate professionalism.
5. The teacher candidate will integrate a biblical worldview.

Major Description: The Early Childhood Education/Special Education Major trains students to teach children in grades PreK-4 in a variety of educational settings, as well as serve as a special education teacher in grades PreK-8. Coursework and field experiences focus on understanding the needs of the "whole child" and implementing developmentally appropriate practices. Students in this major can be eligible to become the generalist elementary teacher, teaching all subjects to students, and the special education teacher.

In a 4+1 program, students work toward the completion of an undergraduate degree while also pursuing a Master's degree. Graduate-level courses taken during undergraduate studies fulfill both undergraduate elective requirements and graduate program requirements. In the 4+1 program, students are dual-enrolled in LBC and Capital Seminary and Graduate School.

The curriculum sheet identifies the courses for this program. [Early Childhood/Special Education \(BS/MEd\) Curriculum Sheet](#) (p. 76)

For the course descriptions related to this program, see the [courses](#) (p. 97) section of the catalog.

Program Director

Robin Bronkema, PhD

Dr. Bronkema has a passion for Christian education, having served on the board and as an administrator of a Christian school. She brings that experience to LBC as well as her love for leadership and student success to her role as director of the graduate programs at LBC.

Full Time Faculty

Robin Bronkema, PhD
 Bob Dodson, EdD
 Christine Kirpatrick, EdS
 Stacey Martin, EdD
 Timothy Shea, PhD

Adjunct Faculty

Angela Becker, EdD
 Abby Fried, MA
 Rachel Welsh, MA

Middle Level Education Major (BSEd)

Degrees: Bachelor of Science in Education, Bachelor of Arts in Biblical Studies

Majors: Biblical Studies, Middle Level Education

Certification: Pennsylvania Instructional I (4-8) and ACSI Standard (K-8)

Major Mission: The Middle Level Education major trains students from a philosophical base which reflects a biblical worldview, to serve as teachers in public and private schools.

Major Outcomes:

1. The teacher candidate will integrate knowledge to design coherent learning experiences.
2. The teacher candidate will implement safe, equitable, learning-focused environments.
3. The teacher candidate will demonstrate effective instructional practices.
4. The teacher candidate will demonstrate professionalism.
5. The teacher candidate will integrate a biblical worldview.

Major Description: The Middle Level Education Major trains students to teach all subjects in grades 4-8 with specialization in one or two subject areas. Coursework and field experiences are designed for the student to develop an understanding of the middle level learner, implement effective instructional practices, and to create safe, learning environments. Students also train to be content matter specialists in their selected fields.

Middle Level Options:

Option 1 - Subject Concentration:

30 credits in English, math, social studies, or science + 9 credits in the other three subject areas

Option 2 - Subject Focuses:

33 credits (18 and 15) in two of the following subjects (one must be math or science) English, math, social studies and science + 12 credits in the other two subject areas

For example: math (18 credits), English (15 credits), science (12 credits), social studies (12 credits)

Focus:

- English w/Math: 3 English, 2 Math, 1 SS, 1 Sci
- English w/Science: 3 English, 2 Sci, 1 SS, 1 Math
- Math w/Soc Studies: 3 Math, 2 SS, 1 English, 1 Sci
- Math w/Science: 3 Math, 2 Sci, 1 English, 1 SS
- Math w/English: 3 Math, 2 English, 1 Sci, 1 SS
- Soc Studies w/Math: 3 SS, 2 Math, 1 Sci, 1 English
- Soc Studies w/Science: 3 SS, 2 Sci, 1 Eng, 1 Math
- Science w/English: 3 Sci, 2 English, 1 Math, 1 SS
- Science w/Math: 3 Sci, 2 Math, 1 SS, 1 Eng
- Science w/Soc Studies: 3 Sci, 2 SS, 1 English, 1 Math

The 400 level course must be taken in your concentration or one of your focus areas.

The curriculum sheet identifies the courses for this program.

Middle Level Education: English (BS) Curriculum Sheet

Middle Level Education: English with Math (BS) Curriculum Sheet

Middle Level Education: English with Science (BS) Curriculum Sheet

Middle Level Education: Math (BS) Curriculum Sheet

Middle Level Education: Math with English (BS) Curriculum Sheet

Middle Level Education: Math with Science (BS) Curriculum Sheet

Middle Level Education: Math with Social Studies (BS) Curriculum Sheet

Middle Level Education: Social Studies (BS) Curriculum Sheet

Middle Level Education: Social Studies with Math (BS) Curriculum Sheet

Middle Level Education: Social Studies with Science (BS) Curriculum Sheet

Middle Level Education: Science (BS) Curriculum Sheet

Middle Level Education: Science with English (BS) Curriculum Sheet

Middle Level Education: Science with Math (BS) Curriculum Sheet

Middle Level Education: Science with Social Studies (BS) Curriculum Sheet

For the course descriptions related to this program, see the courses (p. 97) section of the catalog

Program Director

Stacey Martin, EdD

Dr. Martin has served at LBC|Capital since 2012. Prior to that, she served for 17 years as a teacher and administrator in various childcare, preschool, and elementary school settings. Her studies have focused on developmentally appropriate practices in early childhood, as well as on meeting the needs of students from diverse populations, particularly children who are affected by poverty. Her favorite days are full of time spent mentoring future teachers and maintaining a partnership with Aurora Primary School in South Africa.

Faculty:

Robin Bronkema, PhD

Bob Dodson, EdD

Christine Kirkpatrick, EdS

Stacey Martin, EdD

Timothy Shea, PhD

Department of Health & Physical Education

The Department of Health & Physical Education (HPE) supports the overall mission of the college by educating students to serve Christ through careers in teaching health and physical education, sport management, and healthcare management.

The HPE major offers a state certified degree in Health & Physical Education (K-12) from a biblical worldview. Students receive quality training, along with personal attention and mentoring as they prepare for positions in both public and private institutions.

The Sport Management (SM) major prepares students for careers in both secular and Christian organizations as sport professionals. The curriculum integrates essential managerial skill development with effective ministry training. Students receive quality instruction from experienced professionals both in the classroom and through internships.

The Healthcare Management (HCM) major equips students for careers relating to leadership, management and administration of health care systems and facilities as well as other health-related organizations. Experienced healthcare professionals provide instruction in natural sciences, management, community health and experiential learning.

Department Chair

Dr. Vickie Byler, EdD

Dr. Byler serves as the Department Chair for the Health and Physical Education department. She has extensive experience in education and administration having had previous positions as a teacher, athletic director, coach and professor. She is also a faculty member in the HPE and Sport Management programs at LBC.

Health and Physical Education Major (BSEd)

Degree: Bachelor of Science in Education

Majors: Biblical Studies, Health & Physical Education

Certification: Pennsylvania Instructional I Certificate (K-12) and ACSI Standard Teaching Certificate in health and physical education (K-12).

Major Mission: The Health & Physical Education program prepares students as highly-skilled teachers with a biblical worldview who identify and meet the present and future needs of their students.

Program Description: The Health and Physical Education Major trains students to teach Health and Physical Education at the K-12 level. Coursework and field experiences are designed for the student to develop an understanding of both the elementary and secondary level learner, implement effective instructional practices, and to create safe learning environments. The culminating student teaching experience in the final semester allows the student to work in both public and private schools with experienced master teachers. Our graduates are fully prepared to be effective and relevant teachers in any educational setting.

Major Outcomes - *The HPE teacher candidate will:*

1. Plan, create and implement health and physical education instructional materials with biblical integration.
2. Demonstrate knowledge of current trends in health and physical education while incorporating technology to analyze and interpret data.
3. Design and utilize assessment tools to evaluate student learning.
4. Identify teaching strategies to meet the needs of diverse learners.
5. Develop communication skills with individuals and groups; disseminate information in a variety of oral, written and electronic formats.

Program Purpose & Goals: Students are eligible to apply for their Pennsylvania Instructional Level I Certificate (K-12) and ACSI Standard Teaching Certificate in health and physical education (K-12).

A complete copy of the Teacher Certification handbook can be found on the LBC website and is the official and most current guide for any certification-related information. The following points are highlights of the handbook-documented guidelines. Please refer to the entire handbook for a complete understanding of the policies and procedures related to teacher certification at LBC.

Completion and Certification

Students are eligible to be recommended for their appropriate certifications after they have successfully completed all requirements for a Lancaster Bible College degree, earned a 3.0 GPA, demonstrated appropriate proficiencies in the student teaching experience, met all required health and character clearances, passed mandatory PA Department of Education test(s), and have been endorsed by LBC's Certification Officer. Fees associated with certification are the responsibility of the student.

The Health and Physical Education department also offers a **post-baccalaureate certificate program** for those interested in earning their PA Department of Education K-12 HPE Certification and Association of Christian Schools International Certification.

The curriculum sheet identifies the courses for this program. [Health & Physical Education \(BSEd\) Curriculum Sheet](#)

For the course descriptions related to this program, see the [courses](#) (p. 97) section of the catalog.

Program Director:

Dr. Vickie Byler, EdD

Dr. Byler serves as the Department Chair for the Health and Physical Education department. She has extensive experience in education and administration having had previous positions as a teacher, athletic director, coach and professor. She is also a faculty member in the HPE and Sport Management programs at LBC.

Faculty:

Dr. Vickie Byler, EdD Sport Management

Dr. Tom Randolph, EdD Sport Management

Mrs. Gwen Shenk, MEd Teaching and Curriculum

Healthcare Management Major (BS)

Degree: Bachelor of Science

Majors: Biblical Studies, Healthcare Management

Major Mission: The Healthcare Management program equips students with the fundamental knowledge of all aspects of healthcare management. Graduates will be prepared to integrate their faith and servant leadership as they identify challenges and opportunities to meet the present and future needs of the healthcare profession.

Program Description: The Healthcare Management program provides an academic and biblical foundation in natural sciences, healthcare principles and practices, as well as management theory. HCM graduates are exceptionally qualified to lead and serve in a variety of management roles within the healthcare industry.

A professional portfolio and practicum will be completed during the fourth year.

Major Outcomes - Students will:

1. Apply knowledge of natural sciences, mathematics, and accounting in a Healthcare Management environment.
2. Demonstrate skills and abilities to be employed in Healthcare Management positions.
3. Articulate medical terminology and communication skills in a Healthcare Management setting.

4. Develop a biblical world view with a Christ-centered, moral and ethical foundation for making necessary healthcare policy decisions that are righteous, legal and culturally competent.
5. Articulate strategies to understand and influence healthcare policy.
6. Demonstrate the ability to provide education and support services to those accessing healthcare services.
7. Apply disciplinary knowledge and Christ-centered values to leadership, management and administrative situations in a healthcare setting.
8. Develop an understanding of the healthcare needs and services within the community.

The curriculum sheet identifies the courses for this program. [Healthcare Management \(BS\) Curriculum Sheet](#)

For the course descriptions related to this program, see the [courses](#) (p. 97) section of the catalog.

Program Director:

Dr. Vickie Byler, EdD

Dr. Byler serves as the Department Chair for the Health and Physical Education department. She has extensive experience in education and administration having had previous positions as a teacher, athletic director, coach and professor. She is also a faculty member in the HPE and Sport Management programs at LBC.

Faculty:

Dr. Vickie Byler, EdD Sport Management

Mrs. Lavonne Johnston, MHS, PA-C

Mr. Gene Newswanger, RPh, MBA

Mrs. Shirley Herr, MSN, RN

Mrs. Amanda Zuschmidt, MEd Sport Management

Dr. Tom Randolph, EdD Sport Management

Healthcare Management (AS)

Degree: Associate of Science

Majors: Healthcare Management

Major Mission: The Healthcare Management program equips students with the fundamental knowledge of all aspects of healthcare management. Graduates will be prepared to integrate their faith and servant leadership as they identify challenges and opportunities to meet the present and future needs of the healthcare profession.

Program Description: The Healthcare Management program provides an academic and biblical foundation in natural sciences, healthcare principles and practices, as well as management theory. HCM graduates are exceptionally qualified to lead and serve in a variety of management roles within the healthcare industry.

Major Outcomes - Students will:

1. Apply knowledge of natural sciences, mathematics, and accounting in a Healthcare Management environment.
2. Demonstrate skills and abilities to be employed in Healthcare Management positions.
3. Articulate medical terminology and communication skills in a Healthcare Management setting.
4. Develop a biblical world view with a Christ-centered, moral and ethical foundation for making necessary healthcare policy decisions that are righteous, legal and culturally competent.
5. Articulate strategies to understand and influence healthcare policy.

6. Demonstrate the ability to provide education and support services to those accessing healthcare services.
7. Apply disciplinary knowledge and Christ-centered values to leadership, management and administrative situations in a healthcare setting.
8. Develop an understanding of the healthcare needs and services within the community.

The curriculum sheet identifies the courses for this program. [Healthcare Management \(AS\) Curriculum Sheet](#)

For the course descriptions related to this program, see the [courses](#) (p. 97) section of the catalog.

Program Director:

Dr. Vickie Byler, EdD

Dr. Byler serves as the Department Chair for the Health and Physical Education department. She has extensive experience in education and administration having had previous positions as a teacher, athletic director, coach and professor. She is also a faculty member in the HPE and Sport Management programs at LBC.

Faculty:

Dr. Vickie Byler, EdD Sport Management

Mrs. Lavonne Johnston, MHS, PA-C

Mr. Gene Newswanger, RPh, MBA

Mrs. Shirley Herr, MSN, RN

Mrs. Amanda Zuschmidt, MEd Sport Management

Dr. Tom Randolph, EdD Sport Management

Sport Management (BS)

Degree: Bachelor of Science

Majors: Biblical Studies, Sport Management

Major Mission: The Sport Management program prepares students as highly-skilled leaders with a biblical worldview who identify and meet the present and future needs of the sport profession.

Program Description: The Sport Management program at LBC is based on a solid academic foundation of core courses that challenge students to think biblically and critically while preparing for the expanding and diverse field of sports. Throughout the four-year program, students build upon their academic foundation and gain experience through extensive field experiences. These experiences develop a career path that is unique for each student. The Sport Management program is fully accredited by the Commission on Sport Management Accreditation (COSMA)

<https://www.cosmaweb.org/>

The Sport Management program offers a TravelLearn trip on alternating years. Students have the opportunity to earn six academic credits and study international sport management.

Major Outcomes - Students will:

1. Plan, create and implement a comprehensive sport program for private and public sectors utilizing biblical principles of stewardship and discipleship
2. Demonstrate and apply knowledge of the fundamental principles of sport management
3. Distinguish individual differences and describe all dimensions of diversity
4. Apply critical, analytical and creative thinking skills to solve problems through the integration of management theories
5. Develop the communication skills necessary to disseminate information in a variety of oral, written and electronic formats
6. Interpret regulations and legal aspects relative to the sport profession

The curriculum sheet identifies the courses for this program.

[Sport Management \(BS\) Curriculum Sheet](#)

[Sport Management \(BS\) - Coaching Curriculum Sheet](#)

[Sport Management \(BS\) - Ministry Curriculum Sheet](#)

For the course descriptions related to this program, see the [courses](#) (p. 97) section of the catalog.

Program Director:

Dr. Vickie Byler, EdD

Dr. Byler serves as the Department Chair for the Health and Physical Education department. She has extensive experience in education and administration having had previous positions as a teacher, athletic director, coach and professor. She is also a faculty member in the HPE and Sport Management programs at LBC.

Faculty:

Dr. Vickie Byler, EdD Sport Management

Mrs. Amanda Zuschmidt, MEd Sport Management

Dr. Tom Randolph, EdD Sport Management

Sport Management Major (AS)

Degree: Associate of Science

Majors: Sport Management

Major Mission: The Sport Management program prepares students as highly-skilled leaders with a biblical worldview who identify and meet the present and future needs of the sport profession.

Major Outcomes:

Students will:

1. Plan, create and implement a comprehensive sport program for private and public sectors utilizing biblical principles of stewardship and discipleship
2. Demonstrate and apply knowledge of the fundamental principles of sport management
3. Distinguish individual differences and describe the dimensions of diversity
4. Develop the communication skills necessary to disseminate information in a variety of oral, written and electronic formats

The curriculum sheet identifies the courses for this program. [Sport Management \(AS\) Curriculum Sheet](#)

For the course descriptions related to this program, see the [courses](#) (p. 97) section of the catalog.

Program Director:

Dr. Vickie Byler, EdD

Dr. Byler serves as the Department Chair for the Health and Physical Education department. She has extensive experience in education and administration having had previous positions as a teacher, athletic director, coach and professor. She is also a faculty member in the HPE and Sport Management programs at LBC.

Faculty:

Dr. Vickie Byler, EdD Sport Management

Mrs. Amanda Zuschmidt, MEd Sport Management

Dr. Tom Randolph, EdD Sport Management

Sport Management Minor

The curriculum sheet identifies the courses for this program. [Sport Management Minor Curriculum Sheet](#)

For the course descriptions related to this program, see the [courses](#) (p. 97) section of the catalog.

Department of Music, Worship & Performing Arts

The **Music, Worship and Performing Arts (MWPA)** programs provide professional education for those qualified students who are pursuing artistic careers in the church or broader culture. Preparation in the professional arts as well as a thorough knowledge of God's Word enables the student to serve in an artistic leadership capacity. The students will apply their academic training in practical ways through education, ministry leadership and performance opportunities.

Department Mission

The Music, Worship and Performing Arts Department exists to develop highly skilled artists to influence culture with grace and truth.

Core Outcomes

Technical Skill: Students will demonstrate basic musicianship skills in sight-singing, dictation, conducting, voice and piano.

Faith Integration: Students will describe and demonstrate the integration of a Biblical worldview in the life and career of an artist.

Synthesis: Students will apply historical and theoretical understanding to the analysis, performance, and creation of musical forms, processes, and structures found in representative examples from the western music tradition.

In addition, each program has specific outcomes aligned to the specific requirements of the individual program.

Department Admission and Retention

Auditioning Students

Every student who applies to any major in the MWPA department must audition for acceptance into the MWPA major of their interest and must also be accepted as a student to Lancaster Bible College.

Audition Information: The audition is conducted to confirm program and course of study. Auditions are held on scheduled Audition Days throughout the year. Registration closes 2 weeks prior to the scheduled Audition Day. The entire Audition Day is tailored to prospective students and includes many opportunities to learn more about the college and the Worship & Performing Arts department. Applicants will be required to take a Music Theory Assessment. This is used to determine placement in music theory courses. The audition will also determine department scholarship awards. Audition Days are the best opportunity to be awarded scholarships. For more information regarding auditions, including what to prepare for auditions, please see Audition Information for MWPA Students.

Continuation in MWPA Programs

Upon completion of 42 credits and/or during the second semester Sophomore year, the MWPA Faculty will vote on the student's formal acceptance into the specific program leading toward graduation.

The criteria for formal acceptance:

- Acceptance of formal application to the program (see attached form, or online)
- Satisfactory evaluation of jury performance (2 semesters)
- Cumulative GPA of 2.0 (C average) including passing grades in required basic Arts & Science and Bible courses.
- Professional GPA of 2.7 (B- average)
- Applied GPA of 3.0 (B average)
- Attendance at required departmental events
- Participation in and attendance at departmental performance events

For freshmen, if applied GPA is between 2.0-3.0 and/or professional GPA is between 2.0-2.7, student will be on departmental probation for sophomore year.

For sophomores, if applied GPA is between 2.0-3.0 and/or professional GPA is between 2.0-2.7, student will meet with department chair to determine continued action plan.

If applied and/or professional GPA is below 2.0, students will be asked to find another major.

To maintain a MWPA scholarship, students must meet the standard criteria for department acceptance:

- Professional GPA – 2.7 (B- average)
- Applied Area – 3.0 (B average)
- Cumulative GPA – 2.5 (C average)
- Jury Evaluation

Field Experiences

Students in MWPA programs* complete two internships and one practicum during the course of their program. These experiences encourage students to get outside of the LBC community and engage with professionals in their field. Students may find placements in churches, community theaters, or performing arts organizations. Students challenge their entrepreneurship and leadership as they interact with their field. These field experiences often open doors for paid positions and roles after graduation.

*Music Education students complete field experiences prescribed by the Education Certification Office of LBC. These experiences are outlined on the Education Department page.

Ensemble Opportunities

The MPWA department provides the opportunity for ensemble participation for any undergraduate or graduate student. Choral, instrumental, and commercial/contemporary ensembles are formed primarily with student members and coached and supplemented with professors and staff. Ensemble participation is granted by audition with the director. Auditions are held during the first week of classes of any given semester.

Accreditation Information

The MWPA department is accredited by the National Association of Schools of Music.

Department Chair

Paul Thorlakson, Doctor of Musical Arts. As a seasoned performer, conductor, church musician, educator, and administrator, Paul Thorlakson brings breadth of experience to his role of Chair of this department.

Music: Elective Studies (BA)

The Bachelor of Arts in Music: Elective Studies is designed for students who desire to add more curriculum choice to their foundational studies in musicianship and performance. There is a focus on breadth rather than specialized depth in this program. It can allow a student to pursue courses outside the music curriculum to focus acutely on expanding their collegiate and career aims.

Degree: Bachelor of Arts

Majors: Music and Biblical Studies

Department Mission: The Music, Worship, and Performing Arts Department exists to glorify God by preparing highly skilled artists to influence culture with grace and truth.

Program Outcomes: Students will:

1. **Demonstrate** foundational musicianship skills.
2. **Describe and demonstrate** the integration of Biblical worldview in life and career as musicians
3. **Apply** historical and theoretical understanding to the analysis, performance, and creation of musical forms, processes, and structures found in representative examples from the western music tradition.
4. **Demonstrate** foundational leadership skills in a selected musical area(s) either through free electives or a cognate of courses in a particular area.
5. **Demonstrate** a knowledge of diverse historic backgrounds and the modern context in the chosen general music studies area(s).

Program Requirements:

Continuation in MWPA Programs

Upon completion of 42 credits and/or during the second semester Sophomore year, the MWPA Faculty will vote on the student's formal acceptance into the specific program leading toward graduation.

Criteria for formal acceptance:

- Satisfactory evaluation of jury performance (2 semesters)
- Cumulative GPA of 2.0 (C average)
- Professional GPA of 2.7 (B- average)
- Applied GPA of 3.0 (B average)
- Attendance at required departmental events
- Participation in and attendance at departmental performance events

Probation

For freshmen, if applied GPA is between 2.0-3.0 and/or professional GPA is between 2.0-2.7, student will be on probation for sophomore year.

For sophomores, if applied GPA is between 2.0-3.0 and/or professional GPA is between 2.0-2.7, student will meet with the department chair to determine continued action plan.

If applied and/or professional GPA is below 2.0, students will be asked to find another major

The curriculum sheet identifies the courses for this program. [Music: Elective Studies \(BA\) Curriculum Sheet](#)

For the course descriptions related to this program, see the [courses](#) (p. 97) section of the catalog.

Program Director:

Timothy Sidebothom, PhD

Dr. Sidebothom originally hails from the Philadelphia area. "Doc" has taught at LBC since 1991 and particularly relishes teaching the Music History sequence because there is always something new to learn. from 1983 - 2008, he served several churches in New York and Pennsylvania as organist, choir director, and worship leader. He holds a Bachelor of Music degree in Church Music from Houghton College, a Master of Music in Church Music from Westminster Choir College, and a PhD in Liturgical Studies from Drew University.

Faculty:

Rob Bigley, DMA

Jeffrey Martin, MMus

Rachel Sidebothom, MMus

Timothy Sidebothom, PhD

Ryan Shenk, MA

Paul Thorlakson, DMA

Music Education (BMus)

Degrees: Bachelor of Music in Music Education, and Bachelor of Arts in Biblical Studies

Majors: Music Education and Biblical Studies

Certification: PA Instructional I Certification in Music K-12 and ACSI Standard Certification in Music.

Major Mission: The Music Education program trains students to be comprehensive musicians skilled in the art and practice of innovative music making and teaching through a biblical worldview, prepared for the teaching profession in both public and private K-12 educational settings.

Program Description: The Music Education program prepares music teachers for PreK-12 instruction in public and private schools. Students graduate with PA Instructional I certification in Music PreK-12 and ACSI Certification in Music. Students are also prepared to teach in other settings such as community and church music programs.

Major Outcomes: Students will accomplish department objectives, as well as

Core Music Outcomes

1. Technical: Demonstrate basic musicianship skills in sight-singing, dictation, conducting, voice and piano.
2. Faith Integration: Describe and demonstrate the integration of a Biblical worldview in the life and career of an artist.
3. Synthesis: Apply historical and theoretical understanding to the analysis, performance, and creation of musical forms, processes, and structures found in representative examples from the western music tradition.

Music Education Outcomes In addition, the student will:

4. Demonstrate professional skills on a primary instrument and basic competency on all traditional instruments
5. Design and implement effective pedagogical methods for music instruction.

Program Requirements:

Continuation in MWPA Programs

Upon completion of 42 credits and/or during the second semester Sophomore year, the MWPA Faculty will vote on the student's formal acceptance into the specific program leading toward graduation.

Criteria for formal acceptance:

- Satisfactory evaluation of jury performance (2 semesters)
- Cumulative GPA of 2.0 (C average)
- Professional GPA of 2.7 (B- average)
- Applied GPA of 3.0 (B average)
- Attendance at required departmental events
- Participation in and attendance at departmental performance events

Probation

For freshmen, if applied gpa is between 2.0-3.0 and/or professional gpa is between 2.0-2.7, student will be on probation for sophomore year.

For sophomores, if applied gpa is between 2.0-3.0 and/or professional gpa is between 2.0-2.7, student will meet with the department chair to determine continued action plan.

If applied and/or professional gpa is below 2.0, students will be asked to find another major.

The curriculum sheet identifies the courses for this program. [Music Education \(BMus\) Curriculum Sheet](#)

For the course descriptions related to this program, see the [courses](#) (p. 97) section of the catalog.

Program Director: Rachel M. Sidebothom, Master of Music Education

Rachel Sidebothom serves at Lancaster Bible College as the associate chair of the Music, Worship, and Performing Arts department and program director for music education. In this position, she teaches methods courses, music theory, and oversees ensembles. She is the former director of handbell choirs at Westminster Presbyterian Church in Lancaster, PA. Before teaching at LBC, Rachel was the instrumental music director and Fine Arts department chair at Lancaster Christian School and Lancaster County Christian School.

Music Performance: Composition (BMus)

Degree: Bachelor of Music

Majors: Biblical Studies, Music Performance (Composition)

Program Description: In addition to a unique blend of Bible studies integrated throughout the music curriculum, students study under successful commercial and art music composers and enjoy masterclasses with superb performing artists and teachers. Students compose music in a variety of genres and styles –from songwriting to orchestral music and electronic composition. In addition to rubbing shoulders with music industry professionals, our composition students collaborate with other music majors to bring their pieces to life through performance and recordings.

Major Mission: The Music Performance major is designed to facilitate a high level of artistic training that, paired with the students' biblical and worship studies, will produce cross-cultural leaders uniquely prepared to influence the world of performing arts with grace and truth and to serve the local body with their gifts and talents.

Major Outcomes:

1. Technical: Demonstrate basic musicianship skills in sight-singing, dictation, conducting, voice and piano.
2. Faith Integration: Describe and demonstrate the integration of Biblical faith in life and career as artists.
3. Synthesis: Apply historical and theoretical understanding to the analysis, performance, and creation of musical forms, processes, and structures found in representative examples from the western music tradition.
4. Demonstrate professional skills in musical composition
5. Demonstrate knowledge of diverse historic and modern compositional methods

Program Requirements: In order to fulfill the baccalaureate requirements in music performance, the student must:

Continuation in MWPA Programs Upon completion of 42 credits and/or during the second semester Sophomore year, the MWPA Faculty will vote on the student's formal acceptance into the specific program leading toward graduation.

1. Criteria for formal acceptance:
 - Satisfactory evaluation of jury performance (2 semesters)
 - Cumulative GPA of 2.0 (C average)
 - Professional GPA of 2.7 (B- average)
 - Applied GPA of 3.0 (B average)
 - Attendance at required departmental events
 - Participation in and attendance at departmental performance events

Probation

For freshmen, if applied GPA is between 2.0-3.0 and/or professional GPA is between 2.0-2.7, student will be on probation for sophomore year.

For sophomores, if applied GPA is between 2.0-3.0 and/or professional GPA is between 2.0-2.7, student will meet with the department chair to determine continued action plan.

If applied and/or professional GPA is below 2.0, students will be asked to find another major.

The curriculum sheet identifies the courses for this program. [Music Performance: Composition \(BMus\) Curriculum Sheet](#)

For the course descriptions related to this program, see the [courses](#) (p. 97) section of the catalog.

Program Director:

Paul Thorlakson, Doctor of Musical Arts

Music Performance: Instrumental (BMus)

Degree: Bachelor in Music

Majors: Biblical Studies, Music Performance (Instrumental), also available as a minor

Program Description: The instrumental performance program blends musicianship, theory and technique training within a thoroughly integrated biblical worldview. Students begin performing in their first year of study as they are mentored by seasoned artist-teachers, participate in weekly music performance forums, perform in solo recitals their junior and senior years, and have ample opportunities to perform with local, well-respected arts organizations.

Major Mission: The Music Performance major is designed to facilitate a high level of artistic training that, paired with the students' biblical and worship studies, will produce cross-cultural leaders uniquely prepared to influence the world of performing arts with grace and truth and to serve the local body with their gifts and talents.

Major Outcomes:

1. Technical: Demonstrate basic musicianship skills in sight-singing, dictation, conducting, voice and piano.
2. Faith Integration: Describe and demonstrate the integration of Biblical faith in life and career as artists.
3. Synthesis: Apply historical and theoretical understanding to the analysis, performance, and creation of musical forms, processes, and structures found in representative examples from the western music tradition.
4. Demonstrate professional skills on a primary instrument.
5. Demonstrate a knowledge of the important composers and their works for a primary instrument.

Continuation in MWPA Programs

Upon completion of 42 credits and/or during the second semester Sophomore year, the MWPA Faculty will vote on the student's formal acceptance into the specific program leading toward graduation.

Criteria for formal acceptance:

- Satisfactory evaluation of jury performance (2 semesters)
- Cumulative GPA of 2.0 (C average)
- Professional GPA of 2.7 (B- average)
- Applied GPA of 3.0 (B average)

- Attendance at required departmental events
- Participation in and attendance at departmental performance events

Probation

For freshmen, if applied GPA is between 2.0-3.0 and/or professional GPA is between 2.0-2.7, student will be on probation for sophomore year.

For sophomores, if applied GPA is between 2.0-3.0 and/or professional GPA is between 2.0-2.7, student will meet with the department chair to determine continued action plan.

If applied and/or professional GPA is below 2.0, students will be asked to find another major.

The curriculum sheet identifies the courses for this program. [Music Performance: Instrumental \(BMus\) Curriculum Sheet](#)

For the course descriptions related to this program, see the [courses](#) (p. 97) section of the catalog.

Program Director:

Paul Thorlakson, Doctor of Musical Arts. As a seasoned performer, conductor, church musician, educator, and administrator, Paul Thorlakson brings breadth of experience to his role of advisor to this program

Faculty List:

Paul Thorlakson, Doctor of Musical Arts

Rachel Sidebothom, Master of Music Education

Music Performance: Vocal (BMus)

Degree: Bachelor in Music

Majors: Biblical Studies, Music Performance (Vocal), also available as a minor

Program Description: The vocal performance program blends musicianship, theory and technique training within a thoroughly integrated biblical worldview. Students begin performing in their first year of study as they are mentored by seasoned artist-teachers, participate in weekly music performance forums, perform in solo recitals their junior and senior years, and have ample opportunities to perform outside of the college thanks to LBC's relationships with well-respected arts organizations.

Major Mission: The Music Performance major is designed to facilitate a high level of artistic training that, paired with the students' biblical and worship studies, will produce cross-cultural leaders uniquely prepared to influence the world of performing arts with grace and truth and to serve the local body with their gifts and talents.

Program Outcomes:

Students will:

1. Technical: Demonstrate basic musicianship skills in sight-singing, dictation, conducting, voice and piano.
2. Faith Integration: Describe and demonstrate the integration of Biblical faith in life and career as artists.
3. Synthesis: Apply historical and theoretical understanding to the analysis, performance, and creation of musical forms, processes, and structures found in representative examples from the western music tradition.
4. Demonstrate professional skills on a primary instrument.
5. Demonstrate a knowledge of the important composers and their works for a primary instrument.

Program Requirements:

Continuation in MWPA Programs

Upon completion of 42 credits and/or during the second semester Sophomore year, the MWPA Faculty will vote on the student's formal acceptance into the specific program leading toward graduation.

Criteria for formal acceptance:

- Satisfactory evaluation of jury performance (2 semesters)
- Cumulative GPA of 2.0 (C average)
- Professional GPA of 2.7 (B- average)
- Applied GPA of 3.0 (B average)
- Attendance at required departmental events
- Participation in and attendance at departmental performance events

Probation

For freshmen, if applied GPA is between 2.0-3.0 and/or professional GPA is between 2.0-2.7, student will be on probation for sophomore year.

For sophomores, if applied GPA is between 2.0-3.0 and/or professional GPA is between 2.0-2.7, student will meet with the department chair to determine continued action plan.

If applied and/or professional GPA is below 2.0, students will be asked to find another major.

The curriculum sheet identifies the courses for this program. [Music Performance: Vocal \(BMus\) Curriculum Sheet](#)

For the course descriptions related to this program, see the [courses](#) (p. 97) section of the catalog.

Program Director:

Jeffrey Martin, Master of Music

Faculty:

Jeffrey Martin, Master of Music

Robert Bigley, Doctor of Musical Arts

Music Performance Minor

The curriculum sheet identifies the courses for this program. [Music Performance Minor Curriculum Sheet](#)

For the course descriptions related to this program, see the [courses](#) (p. 97) section of the catalog.

*** Pdf ***

*** Music Performance Minor 21-22 ***

Musical Theatre (BFA)

Degree: Bachelor of Fine Arts

Program Description: The Musical Theatre program develops the “triple threat” skills—voice, acting, and dance—necessary to begin a lifelong journey as a professional in the world of Musical Theater, solidly grounded within a Biblical worldview. In addition to the rich performance opportunities embedded in your studies at LBC, the college’s location affords students the ability to perform and intern with eight local theaters, and is within driving distance to dozens more in Philadelphia and Baltimore. The Trust Performing Arts Center, owned and operated by LBC, is directly across from the nationally-recognized Fulton Theatre in downtown Lancaster.

Major Mission: The Musical Theatre major is designed to facilitate a high level of artistic training that, paired with the students' biblical studies, will produce cross-cultural leaders uniquely prepared to develop highly skilled artists to influence culture with grace and truth.

Major Outcomes: Students will accomplish department objectives, as well as

1. Technical: Demonstrate basic musicianship skills in sight-singing, dictation, conducting, voice and piano.
2. Faith Integration: Describe and demonstrate the integration of Biblical faith in life and career as artists.
3. Synthesis: Apply historical and theoretical understanding to the analysis, performance, and creation of musical forms, processes, and structures found in representative examples from the western music tradition.
4. Demonstrate professional skills in voice, dance and acting.
5. Demonstrate knowledge of repertoire of musical theatre.

Program Requirements:

Continuation in MWPA Programs

Upon completion of 42 credits and/or during the second semester Sophomore year, the MWPA Faculty will vote on the student’s formal acceptance into the specific program leading toward graduation.

Criteria for formal acceptance:

- Satisfactory evaluation of jury performance (2 semesters)
- Cumulative GPA of 2.0 (C average)
- Professional GPA of 2.7 (B- average)
- Applied GPA of 3.0 (B average)
- Attendance at required departmental events
- Participation in and attendance at departmental performance events

Probation

For freshmen, if applied GPA is between 2.0-3.0 and/or professional GPA is between 2.0-2.7, student will be on probation for sophomore year.

For sophomores, if applied GPA is between 2.0-3.0 and/or professional GPA is between 2.0-2.7, student will meet with the department chair to determine continued action plan.

If applied and/or professional GPA is below 2.0, students will be asked to find another major.

The curriculum sheet identifies the courses for this program. [Musical Theatre \(BFA\) Curriculum Sheet](#)

For the course descriptions related to this program, see the [courses](#) (p. 97) section of the catalog.

Program Director:

Stephen Atherholt, MFA

Professor Atherholt performed at Sight and Sound for over 12 years, works extensively in TV and Film, and is currently starring in a film about the life of Henry Wadsworth Longfellow. In addition to serving as a past LBC adjunct professor, he teaches for Sight and Sound Conservatory, Piercing Word, Cavod Academy, and as a private acting coach. He earned his BA in Musical Theatre from Indiana University of Pennsylvania and his MFA in Theatre from Virginia Commonwealth University.

Faculty:

Stephen Atherholt, MFA

Rob Bigley, DMA

Jeffrey Martin, MMus

Rachel Sidebothom, MMus

Ryan Shenk, MA

Paul Thorlakson, DMA

Music: Worship Arts (BA)

Degree: Bachelor of Arts

Program Description: At LBC, we're passionate about training students to lead God's people in corporate worship grounded in a scriptural understanding of arts and the church. As you learn, you'll also be sharpening your own musical skills and developing as a servant leader.

On top of LBC's unparalleled biblical instruction, you will gain tools and knowledge to engage people through the arts as you participate in the story of God together. You will be mentored by caring and experienced professors as well as local leaders, with ample hands-on opportunities to lead your peers and gain real-time ministry experience. Our students graduate prepared spiritually, academically, and professionally to serve in churches, retreat & conference centers, parachurch organizations, and beyond.

Major Mission: To bring arts leadership to the Church that is Jesus-centered, servant-hearted, and intentionally formative

Program Outcomes:

Students will:

1. Technical: Demonstrate basic musicianship skills in sight-singing, dictation, conducting, voice and piano.
2. Faith Integration: Describe and demonstrate the integration of Biblical faith in life and career as artists.
3. Synthesis: Apply historical and theoretical understanding to the analysis, performance, and creation of musical forms, processes, and structures found in representative examples from the western music tradition.
4. Design diverse corporate worship settings for response to God's revelation and formation of the community.
5. Exhibit leadership skills in mentoring and administration

Program Requirements:

Continuation in MWPA Programs

Upon completion of 42 credits and/or during the second semester Sophomore year, the MWPA Faculty will vote on the student's formal acceptance into the specific program leading toward graduation.

Criteria for formal acceptance:

- Satisfactory evaluation of jury performance (2 semesters)
- Cumulative GPA of 2.0 (C average)
- Professional GPA of 2.7 (B- average)
- Applied GPA of 3.0 (B average)
- Attendance at required departmental events
- Participation in and attendance at departmental performance events

Probation

For freshmen, if applied GPA is between 2.0-3.0 and/or professional GPA is between 2.0-2.7, student will be on probation for sophomore year.

For sophomores, if applied GPA is between 2.0-3.0 and/or professional GPA is between 2.0-2.7, student will meet with the department chair to determine continued action plan.

If applied and/or professional GPA is below 2.0, students will be asked to find another major.

The curriculum sheet identifies the courses for this program. [Music: Worship Arts \(BA\) Curriculum Sheet](#)

For the course descriptions related to this program, see the [courses](#) (p. 97) section of the catalog.

Program Director:

Ryan Shenk, MA Theological and Cultural Anthropology

Ryan has served in worship ministry leadership for 20 years, for eight of which he has led the Worship Arts program at LBC.

Worship Arts Minor

The curriculum sheet identifies the courses for this program. [Worship Arts Minor Curriculum Sheet](#)

For the course descriptions related to this program, see the [courses](#) (p. 97) section of the catalog.

Courses

ACC - Accounting

SPM 114 - Introduction to Accounting (3)

The fundamental aspects of the accounting discipline are surveyed, focusing on significant accounting concepts and the function, preparation, and analysis of financial statements. The unique challenges of sport related business will be addressed. This course does not meet the math requirement. 3 credits.

ACC 200 - Managerial Accounting (3)

Students will learn and utilize the tools and methods managers use in accounting decision making. They will develop knowledge about accounting as an information system in order to analyze, interpret, and communicate information that is useful for making economic decisions. Biblical examples and ideas will be woven into the course to standardize Biblically-based decision making. The course includes identification and assignment of product costs, operation budgeting and planning costs control, and information utilization in planning and controlling.

ACC 205 - Financial Accounting (3)

Financial accounting is the branch of accounting that prepares all the financial information for those outside the organization. This course explores at a greater level the process of recording, summarizing and reporting the vast amount of transactions that take place over time during the business accounting cycle. The Bible will be used to show examples of Biblically sound recording practices. Students will tackle topics centered around a more complete understanding of the major financial statements, the components of each, and finally how they provide information to the end user. (3 credits)

ACC 300 - Intermediate Accounting I (3)

This course is the critical study and analysis of accounting principles, problems and procedures as they relate to topics accounting for current and long term assets and liabilities. This course will also explore different types of revenue and expense recognition and ideas concerning stockholder equity. Decision making skills will begin to be addressed in the course; the Bible will be used to show Biblical principles and how they are related to accounting decision processes. Writing and presentation skills needed in the practice of accounting will be applied. (3 credits)

ACC 301 - Intermediate Accounting II (3)

This course takes the material learned in Intermediate Accounting I and expounds on the financial accounting aspect for varying companies and industries. The focus is on theory, ethical considerations and practical issues that will arise when practicing accounting. Unique GAAP regulations regarding balance sheets and financial statements will be learned and applied. Decision making skills will be mastered in this course; the Bible will be used to show Biblical principles and how they are related to accounting decision processes. This course is a culmination of learned accounting practices and will form the core experiences necessary before entering the working world (3 credits)

ACC 310 - Cost Accounting (3)

Cost Accounting is a student of budgeting and cost control systems including a detailed study of manufacturing cost accounts and reports, job order costing, and process costing. Students will demonstrate content knowledge and skills including high coverage in planning and control processes; job and process costing methods; cost behavior; and moderate coverage of cost allocation and decision-making models. (3 credits)

ACC 315 - Taxation (3)

Students will learn tax accounting principles and concepts for compliance and planning objectives by decision-makers in various contexts. Ethical decision making and ethical accounting practices will be addressed in this course. Emphasis will be on learning the concepts underlying the tax law, using the current tax formula and its elements, applying tax law to decision models and incorporating tax planning principles into decision-making opportunities. (3 credits)

ACC 400 - Information Systems (3)

Information systems is useful for implementing business strategies. This course will give students a better understanding of the purpose and value of information systems and will further the student's skills as a manager. Topics include information technology strategies and organization, information systems fundamentals, IS infrastructure, organizational and business strategies for information systems, and managing information technology assets. (3 credits)

ACC 405 - Data Analytics (3)

In this course, students will be exposed to basic concepts related to data analytics, some analysis techniques, and the practice and use of data analytics in several areas. Having a grasp of the basic data analysis terms and techniques is imperative for a student of any area of business and for new managers. This course is built to develop within the student an appreciation of how data and data analytics can be used by managers to make better decisions. While having the student gain perspective and practice by applying data analysis techniques in several settings. (3 credits)

ACC 415 - Auditing (3)

The course will cover the standards, concepts and principles related to auditing theory and practice. These principles and practices are useful for public accountants and internal auditors in examining financial statements and supporting data. It will provide an in-depth analysis of a wide range of topics such as internal control and financial reporting, audit reporting, the audit preparation, audit planning and risk assessment and substantive procedures. (3 credits)

BIB - Bible

BIB 103 - Creation & Covenants: OT I (3)

This course surveys the books of the Pentateuch placing special emphasis on biblical beginnings and the development of the covenants as foundational for God's working in the rest of Scripture. Attention is given to background matters, and critical and theological issues. 3 credits.

Prerequisite: Prerequisites: BIB 106 and THE 105.

BIB 104 - Israel's Life & Literature: OT II (3)

This course surveys the Historical books of the Old Testament from Joshua to Esther. Visibility is given to the poetic and prophetic books as they intersect Israel's history. Attention is given to background matters, and critical and theological issues. 3 credits

Prerequisite: Prerequisites: BIB 106 and THE 105.

BIB 106 - Interpreting the Bible (3)

This course is an introduction to the principles and practices of an inductive interpretation of Scripture. It uses an historical, grammatical, literary, theological method to provide guidelines to deliver the author's originally intended meaning and how to implement that meaning in the contemporary context. 3 credits

Prerequisite: (THE105).

BIB 203 - Life of Christ: NT I (3)

This course surveys the life of Jesus Christ as presented in the four Gospels. Special emphasis is given to the chronology of events, the major discourses, the important critical issues, and present-day applications. 3 credits.

Prerequisite: Prerequisites: BIB 106 and THE 105.

BIB 204 - Early Church: NT II (3)

This course traces the development of the Church from its inception to the end of the 1st century AD. Particular attention is given to the growth and development of the early church as recorded in the Book of Acts, the exposition of the Book of Acts, and the historical contexts and themes of the New Testament writings. 3 credits.

Prerequisite: Prerequisites: BIB 106 and THE 105.

BIB 220 - Christian Ethics (3)

This course will familiarize students with the discipline of ethics, including the nature of ethics, meta-ethics, and casuistry, or applied ethics. Students also evaluate ethical theories in the context of biblical standards in order to help them understand their own paradigms of ethical reasoning. 3 credits

Prerequisite: BIB 106 and THE 105.

BIB 271 - Biblical Archeology (3)

This introduction to the history and practice of archaeology also includes a study of significant archaeological finds as they illuminate both the Old and New Testaments. 3 credits.

BIB 272 - Biblical Geography (3)

A study of the geography of the land of Israel is engaged in by text and touring. Land areas, vegetal growth, water courses, trade routes, and city locations are identified. 3 credits.

BIB 371 - Old Testament in Cultural Context (3)

This course examines the ancient Near Eastern context of the Old Testament Scriptures, considering peoples, literature, material culture, and historical backgrounds in order to illuminate the meaning of the Old Testament text in its world. 3 credits.

Prerequisite: Prerequisites: BIB 106 and THE 105.

BIB 372 - New Testament in Cultural Context (3)

This course examines the Greco-Roman world context of the New Testament Scriptures, considering peoples, literature, material culture, and historical backgrounds in order to illuminate the meaning of the NT text in its world. 3 credits.

Prerequisite: Prerequisites: BIB 106 and THE 105.

BIB 451 - Practical Development of Biblical Interpretation (3)

This course advances the theory of hermeneutics and practice of Bible study methodology. Consideration is given to developmentally significant theorists and practitioners. Particular attention is given to practical development of Bible study methodology and proficiency. 3 credits.

Prerequisite: Prerequisite: THE 223.

BIB 480 - Selected Topics in Bible (3)

Selected topics provides opportunities to (intermittently) offer relevant and timely courses not offered in the standard curriculum but of immediate interest and concern to students or faculty. 3 credits.

Prerequisite: Prerequisites: BIB 106, BIB 203, and THE 223 for NT focus or BIB 103, BIB 106, and THE 223 for OT focus.

BIB 490 - Independent Study (3)

An independent study in a specialized area of biblical studies may be arranged through the faculty member teaching in the subject area. The student must be a junior or senior and have a minimum GPA of 3.00 to be eligible. Request forms are available in the Registrar's Office. 3 credits.

Prerequisite: Prerequisites: BIB 106, BIB 203, and THE 223 for NT focus or BIB 103, BIB 106, and THE 223 for OT focus.

BNT - New Testament

BNT 210 - Pastoral Epistles (3)

A study 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 ministry today is included in this course. 3 credits.

Prerequisite: BIB 203.

BNT 310 - Romans (3)

This basic epistle is systematically analyzed with special doctrinal emphasis on the fact that Christ's finished work is sufficient for both sinners and saints. "The Gospel of God" is viewed in its vast scope from justification, through sanctification, to glorification. 3 credits.

Prerequisite: BIB 203.

BNT 311 - 1 & 2 Corinthians (3)

Both epistles to the Corinthians deal with practical solutions to church-related problems. As the study proceeds, these principles are shown to be pertinent to local churches today. 3 credits.

Prerequisite: BIB 203.

BNT 320 - Greek Exegesis I (3)

A development of the grammar skills acquired in Greek Grammar I/II. Advanced Greek Grammars are studies and application of the grammatical discussion is made by applying exegetical methods to selected sections of the Greek New Testament. 3 credits. Prerequisite: LAN212

Prerequisite: BIB 106, LAN 212.

BNT 321 - Greek Exegesis II (3)

Learning the elements of the biblical exegetical process that are foundational for exposition of the text is the focus of this course. Topics include text criticism, lexical studies, discourse and literary analysis. Prerequisite: BNT 320. 3 credits.

Prerequisite: BIB 106 and BNT 320.

BNT 330 - General Epistles (3)

Consideration is given to the historical, cultural, and biblical background for these books. They are studied with an emphasis on the doctrinal and ethical truths revealed in them. This course will include a verse-by-verse study of the NT epistles of James, 1 & 2 Peter, 1, 2, and 3 John, and Jude from the English text. 3 credits.

Prerequisite: BIB 203.

BNT 335 - Parables of Jesus (3)

In this course, we investigate the interpretation, application, and communication of Jesus' lengthier parables in the Synoptic Gospels. Our interpretive investigation begins with a classification of the genre, a description of the Biblical context, an examination of the biblical content, and a comparison with synoptic parallels. It concludes with a formulation of the propositional teaching of the parable. In the application phase, we formulate contemporary applications, which are both valid and relevant. We will also compile a variety of ways to communicate the parables to a contemporary audience.

Prerequisite: BIB 106 and THE 105.

BNT 350 - Selected Topics in the Gospels (3)

This course is a focused study of a particular topic(s) relating to the study of the Gospels. Particular attention is given to specialized hermeneutical discussions, theological implications, historical development, and the significance of these ideas and theories for the study of the Gospels. 3 credits.

Prerequisite: BIB 203.

BNT 351 - Prison Epistles (3)

This course provides an exegetical study of the books of Ephesians, Philippians, Colossians, and Philemon. The historical and cultural setting, as well as the teachings about Christian character and conduct, are stressed. 3 credits.

Prerequisite: BIB 203.

BNT 352 - Hebrews (3)

An exegetical analysis of Hebrews is given, showing the superiority of the Lord Jesus Christ over prophets, angels, Moses, Joshua, and the Old Testament priesthood. 3 credits.

Prerequisite: BIB 203.

BNT 433 - Matthew (3)

This course is a detailed and systematic study of the Gospel of Matthew. Special attention will be given to theology of the Gospel, to the discourses, and to its argument in relationship to the Kingship and Davidic lineage of Jesus. (3 credits)

Prerequisite: BIB 106 and THE 105.

BNT 470 - Focused Greek Exegesis (3)

This course is an advanced Koine Greek exegesis of a particular text. While reviewing basic and advanced exegetical methodology, text appropriate exegetical methods and theories are given particular attention. Proficiency in the study of a text from start to finish in the original Koine Greek language is emphasized: determining significant exegetical questions, appropriate use of tools, critical interaction with scholarly works, development of sermons, and lessons based upon advanced exegesis. Prerequisite: BNT 321. 3 credits.

Prerequisite: BIB 106 and BNT 321.

BOT - Old Testament

BOT 210 - Psalms (3)

In the first part of this course, Hebrew poetry is described with examples noted from various books. Selected Psalms are studied in depth allowing for consideration of various types of Psalms. Included in this course is the use of Psalms in worship both past and present. 3 credits.

Prerequisite: BIB 103.

BOT 310 - Isaiah (3)

This course provides a concentrated analysis of the book of Isaiah with introductory emphasis upon the role of the Hebrew prophets and the interpretation of prophetic literature. Included in the course are the study of key themes, Messianic passages, and the development of Old Testament passages in the New Testament. 3 credits.

Prerequisite: BIB 103.

BOT 320 - Hebrew Exegesis I (3)

BOT 320 Hebrew Exegesis I

This course combines the study of advanced Hebrew grammar with the development of exegetical skills appropriate for the exegesis of the biblical text. Text criticism and genre analysis is included with selected readings in narrative and poetry from the Hebrew text. 3 credits.

BOT 321 - Hebrew Exegesis II (3)

This course continues the study of advanced Biblical Hebrew grammar and syntax and further develops the students' exegetical skills. Students will read and study selected Hebrew prosaic and poetic texts. Students will learn how Hebrew poetry works and will ultimately exegete and exposit poetic texts.

BOT 330 - Wisdom Literature (3)

This course examines the wisdom literature of the Old Testament, including the books of Job, Proverbs, Ecclesiastes, and Song of Solomon. Topics include the nature of biblical wisdom, poetic devices, and ancient Near Eastern parallels to the biblical material. 3 credits.

Prerequisite: BIB 103.

BOT 331 - Jeremiah & Ezekiel (3)

This course is a collective and comparative study of two major prophets, Jeremiah and Ezekiel. Their call, background, and personal experiences, along with geographical and political settings, prophetic warnings and woes, and promises of future blessings for Israel are studied in their texts. 3 credits.

Prerequisite: BIB 103.

BOT 351 - Apocalyptic Literature (3)

This course combines an analysis of apocalyptic literature with the study of the books of Daniel and Revelation. Discussion of prophecy, different approaches to the interpretation of prophecy, and the history of interpretation of these books are included in this course. 3 credits.

Prerequisite: BIB 103.

BOT 430 - Minor Prophets (3)

In this course, the entire chronological range of these prophets is included, from 850-400 B.C. Each book is considered in its own setting, as well as applying the truths for today and interpreting the truths concerning the future for Israel. 3 credits.

Prerequisite: BIB 103.

BOT 451 - Selected Topics in the Pentateuch (3)

This course examines an area of Pentateuchal studies, considering backgrounds, genre, structure and themes to exegetically develop the message, theology, and relevance. 3 credits.

Prerequisite: BIB 103.

BOT 470 - Hebrew Exegesis (3)

This course combines the study of advanced Hebrew grammar with the development of exegetical skills appropriate for the exegesis of the biblical text. Text criticism and genre analysis is included with selected readings in narrative and poetry from the Hebrew text. 3 credits.

Prerequisite: BIB 106 and LAN 217.

BSI - Bible Internship

BSI 301 - Bible Ministry Internship I (0)

The third and fourth years of Christian Service experience for students in the Bible Ministry Program are designed to give students internship experience in a chosen career ministry. Students select their ministry in consultation with their Academic Advisor and the Director of Student Success. Internship level Christian Service is for junior/senior level students having completed at least two years of study at LBC or first year transfer students entering LBC with 60+ credits. 0 credits.

BSI 302 - Bible Ministry Internship II (0)

The third and fourth years of Christian Service experience for students in the Bible Ministry Program are designed to give students internship experience in a chosen career ministry. Students select their ministry in consultation with their Academic Advisor and the Director of Student Success. Internship level Christian Service is for junior/senior level students having completed at least two years of study at LBC or first year transfer students entering LBC with 60+ credits. 0 credits.

BSI 400 - Cross-Cultural Experience (0)

BSI 401 - Bible Ministry Internship III (0)

The third and fourth years of Christian Service experience for students in the Bible Ministry Program are designed to give students internship experience in a chosen career ministry. Students select their ministry in consultation with their Academic Advisor and the Director of Student Success. Internship level Christian Service is for junior/senior level students having completed at least two years of study at LBC or first year transfer students entering LBC with 60+ credits. 0 credits.

BSI 402 - Bible Ministry Internship IV (0)

The third and fourth years of Christian Service experience for students in the Bible Ministry Program are designed to give students internship experience in a chosen career ministry. Students select their ministry in consultation with their Academic Advisor and the Director of Student Success. Internship level Christian Service is for junior/senior level students having completed at least two years of study at LBC or first year transfer students entering LBC with 60+ credits. 0 credits.

BUS - Business

BUS 102 - Introduction to Business (3)

This introductory course investigates the role business plays in society, and the importance of integrating a career in business with ministry. This course also examines the various functional areas of a business to enable students to understand areas of personal interest and of possible future career options.

BUS 103 - Information Systems for Business (2)

This course provides an understanding and hands-on application of the role of information systems in business. Students will be challenged to consider the strategic relevance of information systems in all areas of business by using computer tools and technology to solve business problems. Specific emphasis will be placed on the use of spreadsheets, formulation, analysis, and presentation of data through the use of Microsoft Office products (Excel, Word, PowerPoint) as well as other similar products. (2 credits)

BUS 113 - Foundations of Accounting (3)

Foundations of Accounting will provide students with the ability to understand and communicate financial information. Students will be introduced to the concepts, problems and methods of financial and managerial accounting. Students will become proficient in reading, understanding and interpreting financial statements. Students will learn to apply sound financial decision making and will gain this knowledge through exercises and problems. A biblical worldview and appropriate business ethics will be applied throughout the course. (3 credits)

BUS 203 - Organizational Communication (3)

BUS 204 - Managerial Economics (3)

This course will focus on the application of economic and accounting information to a business setting. The ultimate goal will be to teach the students to use data to increase profitability. The focus will be microeconomic theory in a practical setting and will include forecasting of demand, supply, and production. Students will learn how to develop costs and utilize them in making pricing and production decisions. (3 credits)

BUS 205 - Finance (3)

This course will examine how an organization operates financially, how money flows through an organization and how to develop successful financial business strategies. How to use financial statements to make business decisions will be presented. This course is business-oriented with a particular emphasis on practical applications and problem-solving techniques. 3 credits.

Prerequisite: (MAT113 OR BUS102).

BUS 206 - Human Resource Management (3)

Human Resource Management familiarizes students with the basic principles and techniques of human resource management. This course takes a practical view that integrates behavioral sciences with the technical and legal aspects of the human resource function. Students will understand and apply concepts related to employment planning, recruiting and selecting employees, training and developing employees, compensation and employee benefits issues, performance evaluations, conflict, and labor relations.

BUS 207 - Organizational Behavior (3)

Organizational Behavior focuses on the primary factors that influence behavior in organizations. Emphasis will be placed on developing an understanding of the practical implications of various theories of human behavior in the workplace. Specific topics include individual attitudes and behavior; motivation theories; managing stress and emotions; conflict, negotiations and decision making; people at work; managing diversity; communication; managing groups/teams; leading people in organizations and organizational culture.

BUS 220 - Retail Operations (1)**BUS 221 - Business Workshop (1)****BUS 222 - Business Workshop II (2)**

The business workshop experience will help students develop and utilize critical and reflective thinking abilities and explore effective communication skills. Particular emphasis will be on creating interactive experiences that help students understand and utilize their individual leaderships styles in various situations, demonstrate an understanding of group dynamics and effective teamwork, and display the ability to interrelate and establish meaningful relationships with others. Business Workshop II continues the sequence of workshop experiences by providing students opportunity to address challenges through the use of strategic planning skills. 2 credit.

BUS 223 - Business Workshop III (1)

The business workshop experience will help students develop and utilize critical and reflective thinking abilities and explore effective communication skills. Particular emphasis will be on creating interactive experiences that help students understand and utilize their individual leaderships styles in various situations, demonstrate an understanding of group dynamics and effective teamwork, and display the ability to interrelate and establish meaningful relationships with others. Business Workshop III continues the sequence of workshop experiences by design training plans suitable for a variety of business scenarios. 1 credit.

BUS 224 - Business Workshop IV (1)

The business workshop experience will help students develop and utilize critical and reflective thinking abilities and explore effective communication skills. Particular emphasis will be on creating interactive experiences that help students understand and utilize their individual leaderships styles in various situations, demonstrate an understanding of group dynamics and effective teamwork, and display the ability to interrelate and establish meaningful relationships with others. Business Workshop IV concludes the sequence of workshop experiences by equipping students with the necessary skills to maintain healthy teams in a business environment. 1 credit.

BUS 230 - Leadership (3)

The purpose of this course is to help the students advance in their leadership journey and the incorporation of biblical principles and business practice. Through lectures, readings and outside speakers, the course is intended to illuminate the paths that others have taken and to provide a spark for the student's own leadership development. Students will explore new ways of leading today's younger generation.

Prerequisite: (BUS102).

BUS 302 - Marketing (3)

This course is an introduction to marketing and the role marketing has in a business. The components of the marketing mix and marketing environment will be examined. Emphasis will be placed on marketing strategies, market segmentation, packaging and labeling, promotion, pricing decisions, and regulatory and competitive forces. Students will develop a marketing plan for an organization. 3 credits.

Prerequisite: (BUS102 AND BUS205).

BUS 305 - Operations Management (3)

This course will focus on operations in an actual business setting. Topics discussed will include strategy, process flow, forecasting, scheduling and planning, and inventory management. At the end of the course the student will be able to understand execution of an operations strategy and be able to create a plan to organize and improve operations within a company. 3 credits.

Prerequisite: (BUS302).

BUS 306 - Entrepreneurship (3)

This is a practical hands-on business course designed for students interested in starting their own business and/or working for a new business. The course focuses on the steps necessary to create, maintain, modify and market the new business from an entrepreneurial perspective. Students will develop a business plan, find ways to secure financing, learn the value of developing a mentoring relationship and learn marketing techniques. 3 credits.

Prerequisite: (BUS420).

BUS 307 - Business Law (3)

This course is conducted using case law and hypothetical business scenarios in order to observe the application of legal concepts in a business environment. The student will gain an understanding of the legal framework in which a business must operate. Subjects studied will include contracts, torts, uniform commercial code, ethical and criminal components of business decisions, and organization of business entities. Students will apply a biblical worldview and appropriate business ethics when considering and applying law to business. 3 credits.

Prerequisite: (BUS205).

BUS 310 - Employment Law Compliance (3)

This course is designed to enable the student/human resource manager to recognize and analyze potential legal implications of common workplace situations, to evaluate issues in employment law, and to apply this knowledge to effectively manage risk in the employment relationship. The course will provide students with an in-depth understand of laws that affect the workplace. Topics include anti-discrimination laws, harassment, employee privacy, wage and hour laws, benefits, and labor law.

BUS 350 - Business Internship I (0)

Students will gain 200 hours of work experience during each internship course. These will take place in a field of interest to the student and will prepare the student for a career in business. Students will improve communication skills, develop an understanding of the workplace and gain career awareness and the personal development needed to be successful in the workplace. Prerequisite: Completion of Introduction to Business and permission gram by the Business Administration Program Director or the Internship Advisor. 0 credits.

BUS 351 - Business Internship II (0)

Students will gain 200 hours of work experience during each internship course. These will take place in a field of interest to the student and will prepare the student for a career in business. Students will improve communication skills, develop an understanding of the workplace and gain career awareness and the personal development needed to be successful in the workplace. Prerequisite: Completion of Introduction to Business and permission gram by the Business Administration Program Director or the Internship Advisor. 0 credits.

BUS 352 - Business Internship III (0)

Students will gain 200 hours of work experience during each internship course. These will take place in a field of interest to the student and will prepare the student for a career in business. Students will improve communication skills, develop an understanding of the workplace and gain career awareness and the personal development needed to be successful in the workplace. Prerequisite: Completion of Introduction to Business and permission gram by the Business Administration Program Director or the Internship Advisor. 0 credits.

BUS 353 - Business Internship IV (0)

Students will gain 200 hours of work experience during each internship course. These will take place in a field of interest to the student and will prepare the student for a career in business. Students will improve communication skills, develop an understanding of the workplace and gain career awareness and the personal development needed to be successful in the workplace. Prerequisite: Completion of Introduction to Business and permission gram by the Business Administration Program Director or the Internship Advisor. 0 credits.

BUS 354 - Business Internship V (0)

Students will gain 200 hours of work experience during each internship course. These will take place in a field of interest to the student and will prepare the student for a career in business. Students will improve communication skills, develop an understanding of the workplace and gain career awareness and the personal development needed to be successful in the workplace. Prerequisite: Completion of Introduction to Business and permission gram by the Business Administration Program Director or the Internship Advisor. 0 credits.

BUS 381 - Nonprofit Management (3)

This project-based course will provide students a broad overview of the economic, organizational, and strategic concerns facing the non-profit sector. The course will examine the context, issues, and skills associated with leadership and management of nonprofit organizations. In particular, the course will provide an understanding of nonprofit status, leading and managing employees, boards, and volunteers, fundraising, grant writing, marketing, and nonprofit law and finance. The course is organized around projects for local nonprofits. (3 credits)

BUS 400 - Cross-Cultural Experience (0)

This course will familiarize the business student with the complexity of cross-cultural understanding and issues by visiting an international location. The student will see firsthand the complexities of ministering within another culture and getting a handle on issues businesses face in these cultures. The intent is to look for ways we might be able to partner or help these businesses become stronger. 0 credits.

BUS 402 - International Business (3)

This course will provide an introduction to global markets and how global competition affects the world in which we live. Global markets can even affect businesses that operate solely in the US when those global markets begin to sell products in the US. The focus will be on globalization of cultures, economics, politics, and law as well as reviewing the risks, challenges, and opportunities associated with globalization. 3 credits.

Prerequisite: (BUS205).

BUS 403 - Negotiations (3)

The purpose of this course is to understand the process of negotiation, a skill that is improved upon throughout one's career. Through in-class practice negotiation exercises, students will learn how to formulate effective strategies utilizing different theories and styles of negotiations. In addition to learning different techniques, students will gain much practical experience that will serve them well in their careers. 3 credits.

Prerequisite: (BUS102).

BUS 405 - Business Plans (3)

This capstone course emphasizes the development and presentation of an actual business plan. A business plan is a written document that explains every aspect of a new venture. Students will complete a business plan including an executive summary, industry and market analysis, a marketing strategy and plan, operations plan, product, service development plan and company structure. A team of three or four students will prepare and present the plan to the instructor, the class and a panel of business professionals. 3 credits.

BUS 410 - Career Planning Seminar (0)

This course will offer students the opportunity to both consider big picture employment strategies and engage in focused activities that enhance their individualized job search skills. Students will explore how to navigate complex decisions surrounding employment decisions, corporate culture, and employee conduct. The ultimate goal of this seminar is attaining permanent full-time employment upon graduation, while possessing the skills, work ethic, and awareness necessary to excel in that role. (0 credits)

BUS 415 - Managerial Economics (3)

This course will focus on the application of economic and accounting information to a business setting. The ultimate goal will be to teach the students to use data to increase profitability. The focus will be microeconomic theory in a practical setting and will include forecasting of demand, supply, and production. Students will learn how to develop costs and utilize them in making pricing and production decisions. (3 credits)

BUS 420 - Advanced Business Concepts (3)

This course will address a broad range of topics focused on both business and personal financial decision-making and planning. It will allow students to prepare further for a career in business by applying already acquired business knowledge and experience to new and more complex topics including general business management, taxation, personal finance and risk management. 3 credits

Prerequisite: (BUS305 AND BUS402).

BUS 425 - Personal Finance and Investment (3)

This course offers study in the area of personal finance and money management. Students will examine personal financial management, consumer decision-making, and investments while applying biblical principles. The course covers topics such as understanding and appreciating the financial planning process, debt, saving, retirement planning, taxes, estate planning, behavioral finance and risk management. Specific investment products studied include individual equities, bonds, mutual funds, exchange-traded funds, alternative investments (including hedge funds, private equity funds, and commodities), annuities, and insurance products. 3 credits.

Prerequisite: (BUS305 AND BUS402).

BUS 430 - Solution Selling (3)

This course provides an overview of professional selling environments and their role in taking new products and services to market. The emphasis is on establishing high level relationships, strategic selling, account planning and management, forecasting, and garnering necessary resources to be successful in competitive selling situations. Using biblical principles of integrity, honesty, and open communication will be integral to coursework. Advocate for financing arrangements such as fee-for-service, managed care, capitation, deductibles, and co-payments and teach the client about these issues. (3 credits)

BUS 480 - Selected Topics in Business (3)

BUS 481 - Investing (3)

This course is designed to provide students with a broad knowledge of the capital markets, institutions, financial products, and analytical tools and skills needed for investments portfolio management.

Students will analyze how each asset type works, including advantages, disadvantages and expected yields. In addition, students will learn how to manage investment portfolios and estimate the future value of investments.

The objective is to provide students with a solid foundation of the basic concepts, tools, and techniques of making **informed decisions** in the highly dynamic investment environment.

BUS 482 - Selected Topics in Business Administration (3)

BUS 483 - Selected Topics in Business Administration (3)

BUS 484 - Selected Topics in Business Administration (3)

BUS 485 - Selected Topics in Business Administration (3)

BUS 486 - Financial Modeling (3)

This course builds on previous concepts and examines how an organization operates financially, how money flows through an organization and how to develop successful financial business strategies using financial models. Students will explore how to use financial statements to make business decisions. The business-oriented course will have a particular focus on practical applications and problem-solving techniques.

BUS 487 - Selected Topics in Business Administration (3)

BUS 488 - Selected Topics in Business Administration (3)

BUS 489 - Selected Topics in Business Administration (3)

BUS 490 - Selected Topics in Business Administration (1)

BUS 491 - Selected Topics in Business Administration (3)

BUS 492 - Selected Topics in Business Administration (3)

BUS 493 - Selected Topics in Business (3)

BUS 495 - Applied Finance (3)

CFM - Children & Family Ministry

CFM 104 - Theology of Children & Family Ministry (3)

This course is designed to provide a basic understanding and knowledge of the role of children's ministries in the local church. In light of that, attention is given to the development of a ministry philosophy and the administration of a children's ministry program. Students will learn the skills necessary to be effective leaders in children and family ministry within the local church. This course is also designed to enable the student to develop a ministry specifically geared to the needs and characteristics of children in the context of the family. Attention will also be given to developing ministry to the entire family. 3 credits.

CFM 105 - Introduction to Children and Family Ministry (3)

CFM 201 - Teaching Skills for Children (3)

This course will equip students to teach God's Word effectively to preschool and elementary school aged children. Students will explore how children learn, how to prepare a Bible lesson and how to utilize creative teaching methods. Students will also explore a variety of popular children's Bible teaching curriculum on the market and learn how to adapt prepared curriculum to a specific ministry context. There will be multiple opportunities to practice and hone personal teaching skills throughout the course.

CFM 310 - Family Ministry (3)

This course will help students to understand family structures, become sensitive to varying family needs, and learn key approaches to providing ministry to families, both personally and programmatically in church ministry contexts.

CFM 322 - Pastoral Care & Nurture of Families (3)

The purpose of this course is to learn about the needs of children in the context of family. This course is designed to teach students skills that will enable them 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 323 - Pastoral Care of Children and Families (3)

This course will equip students to minister holistically to children and families experiencing difficult life circumstances. Students will discover different ways children may respond to crises and develop practical shepherding skills to help families navigate life's challenges. Issues addressed will include grief, divorce, disability, poverty, abuse and family dysfunction.

CFM 332 - Discipleship of Children & Families (3)

This course is designed to study the aspects of spiritual formation in the lives of children in the familial context. Issues of faith formation, spiritual growth and spiritual development will be explored. The principles of evangelism and discipleship on the life of a child will be studied in conjunction with developmental stages. 3 credits.

CFM 334 - Discipleship of Children (3)

This course will equip students to develop a discipleship-focused ministry to children in the context of the local church. Students will explore the impact of culture on the spiritual formation of children as well as issues of holistic development and faith formation in children. Emphasis will be given to practical strategies for helping children respond to God in faith, worship, obedience and service in the context of their families and faith communities.

CFM 350 - CFM Internship (3)

This course provides the opportunity for significant ministry field experience under the guidance of a qualified mentor. This experience will help students to clarify their call to ministry and to further develop their personal ministry and leadership skills. In addition, students will profit from the evaluations of experienced professionals concerning their skills, attitudes, and understanding. A minimum of 150 hours of field experience is required to meet internship requirements.

CFM 421 - Community Ministry (3)

This course will equip students to minister with children, youth and families in a community context. Students will assess challenges and opportunities within a local community and learn how to develop appropriate outreach and development programs. This course will incorporate field visits to a variety of community-based ministries.

CFM 433 - Leadership in Children and Family Ministry (3)

This course will equip students for a leadership role in a church or community-based ministry to children and families. Students will learn administrative and programming skills as well as strategies to vision, recruit and equip others for ministry. Attention will also be given to the personal life of the ministry leader and to developing healthy rhythms that can sustain long-term effectiveness in life and ministry.

CFM 450 - CFM Practicum (3)

This course provides the opportunity for ministry leadership experience under the guidance of a qualified mentor. This experience will enable students to grow in their ability to lead a ministry, collaborate with ministry teams and further develop professional skills. In addition, students profit from the evaluations of experienced professionals concerning their skills, attitudes, and understanding. A minimum of 150 hours of field experience is required to meet practicum requirements.

CFM 480 - Selected Topics in Children & Family Ministry (3)

Selected Topics provides opportunities to (intermittently) offer relevant and timely courses not offered in the standard curriculum but of immediate interest and concern to students or faculty. 3 credits.

CFM 490 - Independent Study (3)

An independent study in a specialized area of Christian education may be arranged through a faculty member teaching in the subject area. The student must be a junior or senior and have a minimum GPA of 3.00 to be eligible. Request forms are available in the Registrar's Office. 3 credits.

CML - Church & Ministry Leadership

CML 101 - The Missional Journey (1)

This seminar course is designed as a spiritual formation weekend retreat to introduce students to the ethos of the Department of Church and Ministry Leadership. Students will participate in community, learn principles of missional living, and experience selected spiritual disciplines. 1 credit.

CML 102 - Foundations of Ministry (3)

This course introduces students to biblical and philosophical foundations of ministry by examining God's global mission and our place as individuals and communities within His work. Particular attention will be given to how God's people join with the Mission of God both locally and globally. Students will examine both their personal call to fulltime vocational ministry and healthy habits of discipleship and spiritual formation. (3 credits)

CML 201 - Teaching Skills (3)

This course will equip students to teach God's word creatively and effectively. In addition to exploring how people learn, students will learn how to study and teach the Bible in both small and large group settings. There will be opportunities to practice and hone personal teaching skills throughout the course. (3 credits)

Prerequisite: (BIB105).

CML 202 - Teaching Skills for Adults (3)

CML 210 - Fundamentals of Leadership (3)

Building on a foundation of personal character development, this course will overview theological and philosophical essentials for effective leadership. Students will learn how God has uniquely created them for leadership and how to utilize strategies for team building, conflict management and leading change. (3 credits)

CML 220 - Theology and Praxis (3)

CML 223 - Personal Spiritual Formation (3)

This course will provide an overview of the key elements of personal spiritual transformation. This highly interactive class is designed for those who desire to deepen their intimacy with God and grow in their personal walk with God. The class will not only provide biblical principles and instruction, but also space for exploration and growth within a community context. 3 credits.

CML 230 - Islam and Christian Ministry among Muslims (3)

This course examines historical and contemporary Islam, as well as the Nation of Islam, with a view towards Christian ministry among Muslims. Culturally appropriate strategies and methodologies of Christian witness among Muslims will be explored.

CML 303 - Theology of Children, Youth and Family (3)

CML 304 - Drawing Near to God (3)

This course introduces the spiritual disciplines within the context of God's character. Emphasis will be placed on examining the biblical and historical principles and practices contributing to the process of sanctification/spiritual formation in a cross-cultural context. Avenues for personal application will be pursued as each student develops a Personal Plan for Spiritual Growth to guide the student in seeking to be transformed into the image of Christ.

CML 310 - The Glocal Church (3)

The Glocal Church defines and describes a unique strategy for local churches to be very strategic in fulfilling the Great Commission mandate. As the world becomes more flat, local and global efforts must be merged in churches with glocal intentionality to transform lives and the world. 3 credits.

CML 315 - Church and Financial Literacy (3)

This course examines financial practices and the understanding of biblical stewardship principles. Students will learn how to lead financial literacy ministries in their churches that are contextualized for middle and low-income participants. Topics related to leading such ministries will include discussions of the role of the church in engaging marginalized neighborhoods, how adults best learn financial content, and how to recruit and equip volunteers for the ministry. Students who obtain at least a "C" will become certified facilitators of the Chalmers Center's Faith & Finances curriculum.

CML 320 - Leadership Dynamics in Camping Ministry (3)

This course is designed to explore the keys to effective leadership through the context of camping ministry. Throughout this course the student will synthesize components of leadership, the development stages of teams and the uniqueness of talents as they relate to the camping ministry setting. Special attention will be given to the art of balancing the internal formation of a leader with the external skill sets needed for effective ministry within the camp setting. 3 credits.

CML 323 - Spiritual Formation in the Local Church (3)

This course explores the goals and processes of spiritual formation in the life of ministry leaders from personal, biblical, theological, and historical perspectives. A theological and experiential exploration of various factors related to spiritual growth introduces the student to historic disciplines and practices of the Christian faith. Students will examine the unique challenges and dangers commonly faced by ministry leaders, and develop intentional practices and disciplines for their spiritual wellbeing. (3 credits)

CML 324 - Spiritual Formation of Ministry Leaders (3)

This course explores the goals and processes of spiritual formation in the life of ministry leaders from personal, biblical, theological, and historical perspectives. A theological and experiential exploration of various factors related to spiritual growth introduces the student to historic disciplines and practices of the Christian faith. Students will examine the unique challenges and dangers commonly faced by ministry leaders, and develop intentional practices and disciplines for their spiritual wellbeing. (3 credits)

CML 330 - Discipleship Development in Camping Ministry (3)

This course is designed to explore the making of disciples in a camping ministry setting. Through experience-based learning in the context of camping ministry, each student will learn basic principles about nature, personal worship, and outdoor living skills. Special attention will be given to personal formation balanced with the external skill sets needed to disciple effectively in a camp setting. 3 credits.

CML 334 - Group Dynamics and Interpersonal Relationships (3)

This course integrates a biblical philosophy of discipleship with the investigation of the theories and practices of group dynamics applicable to the ministry setting. This course seeks to build small group leadership skills by involving students in actual group experiences.

CML 335 - Technology in Ministry (3)

This course is designed to introduce students to the various uses of technology in church ministry. Students will evaluate the ways in which churches use technology and media in the church and will develop strategic plans for the application of technology in church ministry. Students will also assess the various spiritual and developmental factors characteristic of living in a digital world. Students will develop the tools and language necessary to guide the integration of technology in the church and facilitate the conversation between ministry staff and technicians. Moreover, principles of graphic design and composition with respect to creating and critiquing visual presentations, church publications, video, and web applications will also be taught and applied, culminating in the development and evaluation of several ministry projects. 3 credits.

CML 336 - Church Health (3)

This course will consider the elements of understanding and assessing church health as it pertains to what the Bible teaches about what makes a church a spiritually healthy place. It will also help students learn what biblical and practical axioms present in a congregation lead to health and growth. It will enable students to apply these principles to whatever ministry situation they find themselves in, regardless of geography, race, ethnicity, size, or socio-economic status. 3 credits.

CML 340 - Effective Small Group Community (3)

This course introduces the student to the necessary skills involved in leading a dynamic small group bible study, as well as the essential nature of building healthy relationships and community in the church. Students will examine various small group models and systems employed in the local church, along with critical areas crucial to developing a thriving small group ministry. This course will enable the student to acquire experience and develop skill in designing, leading, and evaluating actual small group lessons and meetings. (3 credits)

CML 350A - Pastoral Ministry Internship (3)

This junior year course moves students out of the classroom to experience ministry under the mentoring leadership of a practitioner. Gradual involvement evolves from observation to immersion in a ministry setting in a local church while simultaneously honing preaching skills. Prerequisite: PAS 201. 3 credits.

Prerequisite: (PAS201 OR PS222).

CML 350B - Christian Education Internship (3)

This course is an in-service program designed for the purpose of providing direct experience under the mentorship of a qualified professional. The internship is built on the educational principles of instruction, application, and evaluation, by placing students in a supervised period of learning in the context of actual ministry. This experience will enable students to grow in their ability to analyze and evaluate objectively the effectiveness of their efforts and to profit from the evaluations of experienced professionals concerning their skills, attitudes, and understanding. 3 credits.

CML 350C - Student Ministry Internship (3)

This course is an in-service program designed for the purpose of providing direct experience under the mentorship of a qualified professional. The internship is built on the educational principles of instruction, application, and evaluation, by placing students in a supervised period of learning in the context of actual ministry. This experience will enable students to grow in their ability to analyze and evaluate objectively the effectiveness of their efforts and to profit from the evaluations of experienced professionals concerning their skills, attitudes, and understanding. 3 credits.

CML 350D - Intercultural Studies Internship (3)

This course is an in-service program designed for the purpose of providing direct experience under the mentorship of a qualified professional. The internship is built on the educational principles of instruction, application, and evaluation, by placing students in a supervised period of learning in the context of actual ministry. This experience will enable students to grow in their ability to analyze and evaluate objectively the effectiveness of their efforts and to profit from the evaluations of experienced professionals concerning their skills, attitudes, and understanding. 3 credits.

CML 350E - TESOL Internship (3)

The internship placement provides the initial venue through which students will begin to reflectively interact with non-native English speakers in the role of an observer and assistant teacher within the language classroom. Internships are intended to allow students to integrate and apply skills and knowledge gained in their studies. Additionally, internships allow the student to observe, assist, dialogue with, and receive feedback from an experienced teacher in the field. This opportunity is valued as a critical element in the student's professional development. Internship placements also serve as a prerequisite to the more intensive Practicum placements, which will take place when the student is nearing the completion of the TESOL Program. 3 credits.

CML 350F - Spiritual Formation & Discipleship Internship (3)

This course is an in-service program designed for the purpose of providing direct experience under the mentorship of a qualified professional. The internship is built on the educational principles of instruction, application, and evaluation by placing students in a supervised period of learning in the context of actual ministry. This experience will enable students to grow in their ability to analyze and evaluate objectively the effectiveness of their efforts and to profit from the evaluations of experienced professionals concerning their skills, attitudes, and understanding. 3 credits.

CML 360 - Apologetics for the Church (3)

This is a study of the basic principles of defending and commending the Christian faith in the edification and evangelistic ministries of the local church. The foundational concepts of apologetics are covered, along with their application to modern skepticism and world religions. These concepts are applied to both the discipleship and outreach ministries of the church, focusing specifically on helping believers grasp the uniqueness of the Christian faith more firmly and clearly, and assisting them in giving an answer to those who ask them for the reason for the hope within them. Role-play, oral reports of apologetic encounters, and debate will supplement the course lectures and reading.

CML 399 - TraveLearn Seminar (0)

This seminar will provide orientation for students participating in the TraveLearn tour to Israel or Turkey and Greece during the session of summer classes. Since the tour departs just a few days after graduation, seminar participants will have the distinct advantage of completing many course assignments for BIB 271/SOC 271 and/or CML 440/CML 480 before the end of the semester. Complete syllabi will be available at the first seminar session. 0 credits.

CML 411 - Role of Women in the Church (3)

This course examines various perspectives on the role of women in the church and society. Biblical, historical, and contemporary cultural issues are considered in an effort to help the student develop a personal philosophy of life and ministry. Special attention will be given to difficult passages of Scripture that address the role of women in ministry. 3 credits.

CML 412 - Church and Community Development I (3)

This course examines the organizational structure of communities and intentional and transformational techniques within ministries and agencies directed to community development in a distinctively Christian context. Effective community development practices will be studied within an urban context, with special attention given to the local church's role in that ministry.

CML 421 - Balancing Life and Ministry (3)

This class is a study of the tensions that exist in balancing responsibilities of ministry and personal life. It will address issues of life purpose, priorities, time management, spiritual rhythms and marriage. Specifically, the students will write a life purpose statement and examine their daily routines with the intent of creating a life of healthy stewardship. Principles of missional marriage will also be explored. 3 credits.

CML 424 - The Christian Home (3)

This course will cover the relationship of biblical principles to premarital courtship, marriage and family life. Special attention will be given to the ministry toward families in the local church. 3 credits.

CML 425 - Church and Job Readiness (3)

This course explores the relationship between urban ministry and the issue of widespread unemployment and underemployment in communities of generational poverty. Students will learn how to lead job readiness ministries within the context of biblical principles for the purpose of helping individuals in generational poverty find work. Key topics such as the role of the church in engaging marginalized neighborhoods; how adults best learn discipleship and job readiness content; how to recruit and equip volunteers for job readiness ministry; and technical content on networking for jobs in the business community will be studied. Students who obtain at least a "C" will become certified facilitators of the Chalmers Center's Work Life curriculum.

CML 430 - Models for Ministry (3)

Local church ministry has many faces. This course will introduce the student to many facets of ministry by scrutinizing a wide spectrum of churches representing various models of ministry. When possible, dialogue with church staff members will provide insights to help students formulate their own philosophy of ministry. 3 credits.

CML 440 - Cross-Cultural Experience (3)

By visiting the birthplace of the world's three largest religions, students experience the intersection of cultural, religious, geographical, and historical realities. Ultimately, students are better prepared to understand and communicate biblical truth. Prerequisite: HIS 301. 3 credits.

Prerequisite: (HIS301).

CML 450A - Pastoral Ministry Practicum (3)

This senior year course is an extension of CML 350A Pastoral Ministry Internship. Students are expected to serve in key positions of leadership in the church under the careful supervision of a seasoned ministry veteran. Development of a personal philosophy of ministry, doctrinal statement, core values, and resume will serve as a capstone to pursue future ministry options. Prerequisite: CML 350A. 3 credits.

Prerequisite: (CML350A OR PS350).

CML 450B - Christian Education Practicum (3)

This course is an in-service program for the purpose of providing direct experience under the supervision of a qualified professional and the ministry advisor. Development of a personal philosophy of ministry, doctrinal statement, resume, and ministry experience portfolio will serve as a capstone to their preparation for future professional positions. A minimum of 150 hours of field experience is required. Prerequisite: CML 350B. 3 credits.

Prerequisite: (CML350B OR CE350).

CML 450C - Student Ministry Practicum (3)

This course is an in-service program for the purpose of providing direct experience under the supervision of a qualified professional and the ministry advisor. Development of a personal philosophy of ministry, doctrinal statement, resume, and ministry experience portfolio will serve as a capstone to their preparation for future professional positions. Prerequisite: CML 350C. 3 credits.

Prerequisite: (CML350C OR CE350).

CML 450D - Intercultural Studies Practicum (3)

This senior year course is an extension of CML 350D Intercultural Studies Internship. The practicum is an in-service program for the purpose of providing a direct cross-cultural missions experience for the student. The student will serve under the supervision of a qualified professional. Development of a personal philosophy of ministry, doctrinal statement, resume, and ministry experience portfolio will serve as a capstone to their preparation for future professional positions. Prerequisites: ICS 103, ICS 104, ICS 330, ICS 331, and CML 350D. 3 credits.

Prerequisite: (ICS103 AND ICS104 AND ICS330 AND ICS331 AND CML350D).

CML 450E - TESOL Practicum (3)

The practicum placement serves as a primary venue through which students will develop their ability to reflectively interact with non-native English speakers in the role of an observer, an assistant, and a teacher within the language classroom. Practicum placements are intended to allow students to integrate and apply skills and knowledge gained in their studies. Additionally, practicum assignments allow the student to observe, assist, dialogue with, and receive feedback from an experienced teacher in the field. This opportunity is valued as a critical element in the student's professional development. Practicum placements require that the student prepare, deliver, and reflect upon classroom instruction. They are also designed to promote the exploration of various cultures encountered in the classroom and beyond. Prerequisites: ELT101, ELT105, ELT205, ELT302, ICS301, CML350E. 3 credits.

Prerequisite: (ELT101 AND ELT105 AND ELT205 AND ELT302 AND ICS301 AND CML350E).

CML 450F - Spiritual Formation & Discipleship (3)

This course is an in-service program for the purpose of providing direct experience under the supervision of a qualified professional and the ministry advisor. Development of a personal philosophy of ministry, doctrinal statement, resume, and ministry experience portfolio will serve as a capstone to their preparation for future professional positions. A minimum of 150 hours of field experience is required. 3 credits.

CML 480 - Selected Topics in Church & Ministry Leadership (3)

Selected topics provides opportunities to (intermittently) offer relevant and timely courses not offered in the standard curriculum but of immediate interest and concern to students or faculty. 3 credits.

COM - Communication

COM 100 - Communication Seminar (1)

This seminar introduces students to the unique benefits and responsibilities of producing messages for the public sphere while still remaining grounded in a Christian world view. Theories of rhetoric and persuasion will be applied toward analyzing and developing messages for God's redemptive purpose. This course will help students wrestle with the unique relationship between the mass media and Christianity. It will also provide them with some of the tools they can use to continue to remain grounded in their faith as they enter a largely secular work environment that is, at times, hostile to Christian perspectives. (1 credit)

COM 102 - Introduction to Communication (3)

This course will introduce students to the field of communication. Students will be exposed to the landmarks in communication history and be introduced to the basics of communication theory. Additionally, students will explore a range of career options within the field. 3 credits.

COM 110 - Principles and Practices (3)

This course will provide students with techniques for criticism, analysis, and interpretation of communication messages. Also, the elements of a specific communication emphasis, regarding its history, appreciation and impact, will be investigated. This course will address the relationship between the impact of a biblical worldview and the development of a communication field. Finally, students will be introduced to standard industry practices of their field. 3 credits.

COM 201 - Communication Ethics (3)

This course will explore the process of ethical decision making. A variety of ethical typologies will be explored for the purpose of describing motivating factors from both a Christian and secular worldview. A variety of ethical issues inherent in communication will be discussed. Finally, professional codes of ethics and communication law will be surveyed. Prerequisite: COM 103 or permission of instructor. 3 credits.

COM 203 - Writing for Social Media (3)

This course will give students a broad overview of social media within an overall marketing strategy. It will equip them with entry-level skills utilizing social media as an extension of a brand. Skills learned will include: identifying an audience, curating content for various platforms, building an audience, and understanding analytics.

COM 210 - Redemptive Cinema (3)

Redemptive Cinema is a course devoted to exploring how the fields of Christian theology (Faith) and film studies influence each other, with special attention given to the ways in which film functions as religious discourse. Students will investigate how film functions as a means of communicating theological doctrines or Christian themes through its narrative patterns. Students will also analyze how religious and secular films have been and are constructed as cultural texts that advise not only what one should believe but how one should live. (This course is cross-listed as HUM 210.) 3 credits.

COM 212 - Media: Conveyor of Cultural Ideas (3)

An examination of media as tools to convey cultural ideas (including religious ideas, philosophical ideas, world views, persuasive messages, and culture itself). This course develops a Christian lens for consumers and producers of media to evaluate mass media on behalf of church and society. The student will investigate how the mass media both reflect and shape cultural ideas. Students will apply critical skills to learn how to analyze all forms of media communication. (This course is cross-listed as HUM 212.) 3 credits.

COM 215 - Introduction to Photography (3)

This course is an introduction to the history, processes, and production of photography. Students will engage in a variety of exercises utilizing the full range of the modern digital camera. Class critiques will focus students and allow for individual growth within the discipline. In class activities will allow students to sharpen their skills under direct supervision. (3 credits)

COM 220 - Co-Curricular Credit (0)

This Pass/Fail course provides students with an opportunity to apply the knowledge and skills they are learning in their emphasis. Students, under the supervision of both a faculty advisor and student leadership, will complete, track, and reflect on 40 hours of communication field-specific work. 1 credit.

COM 221 - Co-Curricular Credit (1)

This Pass/Fail course provides students with an opportunity to apply the knowledge and skills they are learning in their emphasis. Students, under the supervision of both a faculty advisor and student leadership, will complete, track, and reflect on 40 hours of communication field-specific work. 1 credit.

COM 222 - Co-Curricular Credit (1)

This Pass/Fail course provides students with an opportunity to apply the knowledge and skills they are learning in their emphasis. Students, under the supervision of both a faculty advisor and student leadership, will complete, track, and reflect on 40 hours of communication field-specific work. 1 credit.

COM 223 - Co-Curricular Credit (1)

This Pass/Fail course provides students with an opportunity to apply the knowledge and skills they are learning in their emphasis. Students, under the supervision of both a faculty advisor and student leadership, will complete, track, and reflect on 40 hours of communication field-specific work. 1 credit.

COM 224 - Co-Curricular Credit (1)

This Pass/Fail course provides students with an opportunity to apply the knowledge and skills they are learning in their emphasis. Students, under the supervision of both a faculty advisor and student leadership, will complete, track, and reflect on 40 hours of communication field-specific work. 1 credit.

COM 230 - Interpersonal Communication (3)

This course will focus on interpersonal communication and conflict resolution theories and practices. Through the study of a variety of techniques and practical experience, this course will expose students to the ramifications of expected, intended and unintentional interpersonal communication within personal and professional relationships and settings. The course will focus on interpersonal communication, perception within communication, listening skills, response techniques, nonverbal skills and conflict resolution. (3 credits)

COM / HUM 235 - Introduction to Graphic Design (3)

In this introductory course students will learn basic principles of design, layout, composition, traditional typography standards, color theory and continuity, iconography and symbolism, and two-dimensional space relations and visual aesthetics. Students will utilize these principles to design working layouts in the digital environment that are both aesthetically pleasing and help achieve communication goals. Students will also explore and develop strategies for visual problem solving while examining the methods used by professional designers. Students will also explore how they may implement this newly gained knowledge into their future work, and how graphic design may be used to proclaim a biblical worldview. (3 credits)

COM 280 - Selected Topics in Communication (3)**Integrated Digital Marketing Communications**

This course will provide an overview of both established and emerging digital communication technologies as they relate to the promotion of business or ministry. Students will learn how to identify and use earned media, owned media and paid media online, as well as how to craft a strategic, integrated plan for digital communications to achieve organizational objectives. New media tactics and messaging choices will be addressed and evaluated from a biblical worldview.

COM 302 - Media: Conveyor of Cultural Ideas (3)

This course is an examination of media as tools to convey cultural ideas (including religious ideas, philosophical ideas, worldviews, persuasive messages, and culture itself). A cultural lens for both consumers and producers of media to evaluate mass media on behalf of church and society will be developed. The student will investigate how the mass media both reflect and shape cultural ideas. Students will apply critical skills to learn how to analyze all forms of media communication. Prerequisite: COM 202 or permission of instructor. (This course is cross-listed as HUM 302.) 3 credits.

Prerequisite: (COM202).

COM / LAN 311 - Writing for News Media (3)

This course introduces students to the writing skills needed for today's converging news media environment. These skills will include: identifying, researching, observing, interviewing, evaluating, writing and editing news coverage. Students will write for various news outlets using industry-specific formats and style guides. Industry standards will be evaluated from a biblical worldview and adopted for practice. Prerequisite: COM202 or permission of the instructor. (3 credits)

COM 312 - Cinema and Christianity: Faith in Hollywood Films (3)

Cinema and Christianity is a course devoted to exploring how the fields of Christian theology (Faith) and film studies influence each other, with special attention given to the ways in which film functions as religious discourse. Students will investigate how film functions as a means of communicating theological doctrines or Christian themes through its narrative patterns. Students will also analyze how religious and secular films have been and are constructed as cultural texts that advise not only what one should believe but how one should live. (3 credits)

COM 316 - Scriptwriting for the Stage and Screen (3)

An introduction to the conventions of stage, film, and television writing process and formats. Students will learn creative storytelling through visual cues, dialogue, and character development. The course covers the fundamentals of stage and screen storytelling, acquaints students with the nuances of particular formats, and explores excellence in each through analysis of texts and practical application.

Prerequisite: Final grade of C- or higher in LAN 101 College Composition and Research .

COM 317 - Grant Writing Essentials (3)

This writing-intensive course introduces students to the grant writing process and cycle and will include the following topics: grant-related research, cover letters, application forms, supportive documentation, LOIs, full proposals, budgeting, grant management and reporting. Students will learn to identify appropriate funding opportunities, create and edit original proposal materials, and network with non-profit organizations and potential funders, including secular and faith-based sources, to prepare required documentation for grant proposals. (3 credits)

COM 320 - Marketing Communication (3)

This course will survey the history, key theories, core knowledge (concepts and terminology), and underlying philosophies of marketing communication. Best practices, strategies, ethical and legal issues related to both online and offline advertising and public relations will be addressed through a biblical worldview. Persuasive skills informed by market analysis will be employed in the creation of a strategic marketing communication plan and campaign messaging. Prerequisite: COM 202 or permission of instructor. 3 credits.

COM 327 - Introduction to Radio Broadcasting (3)

This course presents an introduction to the field of radio broadcasting with a hands-on approach. In developing all aspects of their own live radio show, this course will introduce industry standards covering announcing, scriptwriting, board operation, program production, marketing, leadership, and organization. Through this course, students are encouraged and expected to incorporate their own creative and aesthetic ideas within the parameters of various audio segments, programs, and FCC regulations. This course will also explore the importance of listener engagement, service to the community, and the range of employment opportunities from Non-Profit and Commercial Radio to Missions and Webcast. (3 credits)

COM 330 - Survey of Web Design (3)

This course will investigate various means of writing on the web. Analysis through a biblical worldview of web writing formats such as blogs, wikis, and social media will introduce students to specific writing conventions and their potential for social impact. Content creation, not computer programming or coding, will be stressed in this course. Web writing skills will be applied through message development, design, and publication for the web. Critical thinking will be applied to critique a variety of published web content based on how online communities create, disseminate, and evaluate messages. Prerequisite: COM 202 or permission of instructor. 3 credits.

COM 335 - Freelance Writing (3)

This writing intensive course prepares students to consider, analyze, and plan the necessary tools and techniques to provide freelance and consulting communication services for businesses and nonprofit organizations. Students will learn how to view these services and structures within the framework of the communication field, business considerations, entrepreneurial initiatives and their faith. This course will also explore how to adapt one's writing and professional services with rhetorical, audience-centric awareness. (3 credits)

Prerequisite: LAN 101 with final standing C- or higher; COM students in this course should have taken COM 110 .

COM/ LAN 340 - Writing on Social Issues (3)

This writing-intensive course is designed to give students a framework to communicate about social issues and injustice. Students will research a variety of worldviews—contrasting them with a biblical understanding of justice—and explore how authors' worldviews and use of both traditional and social media communication can inform, impact, and persuade their audiences to be active or passive participants in issues of poverty and justice. (3 credits)

Prerequisite: LAN 101 with final standing C- or higher; COM students in this course should have taken COM 110.

COM 350 - Writing for Publication (3)

This course provides an opportunity for students to become disciplined writers of quality publishable materials. Students will learn to critique and edit their own work in light of the requirements of specific publishers. Students will analyze Christian and secular literary market needs and propose/prepare manuscripts to meet those needs. They will also explore the method of marketing work to publishers independently or through an agent. Prerequisite: COM 202 or permission of instructor. 3 credits.

COM 380 - Selected Topics in Communication (3)

Public Relations Communication Strategy

Strategic planning and creative problem solving are at the heart of all public relations activity. This course examines the field of public relations in theory and practice. Through lectures, reading assignments, guest speakers, and highly practical activities, this course will cover the immutable building blocks of an effective PR strategy in the context of a dynamic, new media landscape. Through the lens of a biblical worldview, principles and tactics of today's public relations professional will be examined and evaluated.

COM 400 - Cross-cultural Experience (0)

This course is an approved life experience, designed to challenge and broaden the worldview of students, by placing them in a context that is in contrast to their native culture. Students are exposed to the complexity of cross-cultural communication through an immersive cross-cultural experience. The student will experience firsthand the complexities of communicating within another culture and ethically engage cross-cultural communication issues as they arise. 0 credits.

COM 412 - Cinema and Culture: Influencing and Reflecting American Society (3)

This course is a study and critique of important Hollywood films as artifacts of American social and cultural history. From a Christian perspective, attention is given to how these Hollywood films both reflect and influence culture. Prerequisite: HUM/COM 312 Cinema and Christianity. (3 credits).

COM 450 - Communication Internship (3)

This course immerses students in a pre-professional experience that allows them to practice and further develop the skills taught in the major. Students will be placed in their field of interest to prepare them for a career in communication. Students will improve communication skills, develop an understanding of the specific communication field, and begin the professional networking needed to become successful in the workplace. Students, under the supervision of both a qualified professional (onsite supervisor) and the internship professor, will complete, track, and reflect on 120 hours of communication field-specific work. Prerequisite: COM 202 or permission of instructor. 3 credits.

Prerequisite: (COM202).

COM 455 - Communications Advanced Internship

This course immerses students in a pre-professional experience that allows them to practice and further develop the skills taught in the major. Students will be placed in their field of interest to prepare them for a career in communication. Students will improve communication skills, develop an understanding of the specific communication field, and begin the professional networking needed to become successful in the workplace. Students, under the supervision of both a qualified professional (onsite supervisor) and the internship professor, will complete, track, and reflect on 40 hours per credit of communication field-specific work. (1-12 credits)

Prerequisite: COM 450 or Permission of the Instructor .

COM 470 - Communication Senior Project (1)

This course will require students to produce work or oversee an aspect of an event related to the student's emphasis. The course requires students to apply communication skills, theory and best practices in the development of the work or event. The senior project is expected to reflect a biblical worldview by demonstrating how a Christian communication professional can potentially impact their culture for Christ. Prerequisite: COM 202 or permission of instructor. 3 credits.

Prerequisite: (COM202).

COM 480 - Selected Topics in Communication (3)

This course will explore the process of communication through broadcast performance. The principles of broadcast communication will be applied to designing and delivering professional presentations. In addition to developing proper broadcast terminology, relevant media and technology will be used to enhance broadcast delivery through voicing and announcing. Laboratory experience will cover industry positions such as television news reporting, television news anchoring, radio broadcasting, and public relations presentations. Prerequisite(s): LAN 104. 3 credits

CRJ - Criminal Justice

CRJ 101 - Intro to Criminal Justice (3)

This course will give a general overview of the criminal justice system in the United States. It will focus primarily on the role of law enforcement, the court system and the correctional industry. The course will examine how each phase of the system currently works, or does not work, from the point of initially reported crime, to possible arrest and prosecution, to case resolution and ultimately through the arrestee's outcome at sentencing. As an introductory course, its primary goal is to help prepare the student majoring in criminal justice with a broad foundation of knowledge from which to pursue more comprehensive and rigorous analysis in advanced courses. (3 credits)

CRJ 102 - Introduction to Law Enforcement (3)

This course will examine the critical issues faced by American police through analyses of research relating to the historical, sociological, and legal bases for policing with an emphasis on contemporary trends in law enforcement. (3 credits)

CRJ 202 - Corrections and Punishment (3)

This course will give an overview of the history of punishment of crime in the United States, whether through community sanctions (such as probation or restitution) or through community removal (incarceration in jails, prison, or community corrections facilities). It will examine theories of deterrence, behavior modification and recidivism rates. This course provides an in-depth introduction to the historical evolution and current state of incarceration and detention in the United States. Students will take a critical look at life in prison by exploring how incarceration affects the inmate and the potential consequences for society. Special emphasis is given to current controversies in jail and prison policy, such as family disruption, and physical and sexual violence. Finally, the course will address the causes that have led the United States to having the highest population of incarcerated persons in the world. (3 credits)

CRJ 203 - American Judicial System (3)

This course will survey the function and process of courts in the U.S. from low-level district courts through appeal filings all the way to the United States Supreme Court. It will outline the history of the U.S. system and examine changes made in an increasingly technological society. Finally, the course will address current issues within the judicial system and suggest reforms and improvements. (3 credits)

CRJ 211 - Ethical Issues in Criminal Justice (3)

This course will relate the foundations of ethical thought to everyday practice among criminal justice professionals. Police, prosecutors, probation and parole officials, prison staff, attorneys, and judges all have a tremendous amount of discretion as to how they perform their various duties (i.e., who to arrest, who to prosecute, who to release early, how harshly to punish, on whom to spend the most time defending, etc.) The course will examine the biblical foundations of ethics and investigate case studies on which students can reflect as they prepare to engage in their own style of practice. (3 credits)

CRJ 218 - Criminal Evidence and Investigation (3)

This course introduces students to the knowledge and practical applications of topics taught in a police academy setting. These topics include, but are not limited to, the following: overview of a police academy, life as a recruit/police officer, command structure, report writing, patrol functions, building searches, officer survival techniques, and 'Vitra Range'. The course format combines lecture and simulation learning through hands-on exercises/scenarios. (3 credits)

CRJ 220 - Foundations of Restorative Justice (3)

This course will examine principles of the rehabilitation of offenders through reconciliation with victims and the community at large. Students will examine the biblical basis for restorative justice which they will use to review case studies from the juvenile justice system and real life examples involving Christian, as well as other faiths, efforts to realize restorative justice. (3 credits)

CRJ 222 - Juvenile Justice System and Administration (3)

This course will give an in-depth description of the juvenile justice system as currently practiced in the U.S. Students will compare and contrast the process and administration of the juvenile justice system with its adult counterpart in the larger criminal justice system. (3 credits)

CRJ 250 - Law and Public Policy (3)

This course covers the legislative process as it pertains to current events, social questions, and the dynamics of the American political system. (3 credits)

CRJ 280 - Professional Development (3)

This course will prepare students for maximal success in upcoming internships, job interviews, and preparations for future careers. Sometimes the most important part of developing a biblical worldview is in learning to represent God with excellence in the workplace. Since the transition from classroom to career can be a steep learning curve, this course will focus primarily on bridging the gap between classroom, academy, and office. Through site visits, on-line research, personal interviews, mock interviews, and real life scenarios, students will be exposed to the skill sets needed for their required internships and ultimate careers in their chosen fields. (3 credits)

CRJ 281 - Selected Topics in Criminal Justice (3)

(3 credits)

CRJ 304 - Criminology (3)

This course exposes the student to the scientific study of crime and criminal behavior. Where the study of criminal justice covers how the justice system investigates, prosecutes and controls or punishes those who commit crimes, the field of criminology explores why people commit crime and what got them entangled in the justice system. The class will examine basic concepts and terminology about theories of crime, victimology, and anti-social behavior. (3 credits)

CRJ 310 - Constitutional Law and Criminal Procedure (3)

This course examines the origins and sources of criminal law as it has developed in the U.S. Students will gain an overview of the historical foundation of rights accorded those involved in the criminal process as well as the limitations placed on government actors. (3 credits)

CRJ 320 - Criminal Law (3)

This course explores Criminal Law, through the study of (a) general legal concepts from the Model Penal Code developed by the American Law Institute and (b) pertinent court decisions. Topics will include the elements of crime, the nature of criminal responsibility, defenses to crime and substantive offenses. The course will utilize case studies and recent legal decisions to illustrate the material. (3 credits)

CRJ 333 - Cybercrime and Cybersecurity (3)

This course introduces the student to the world of “cybercrime” and how it differs from “ordinary crime.” Students will examine cyber-threats currently facing organizations and individuals and analyze mechanisms to strengthen cybersecurity. Finally, the class will introduce tools, policies, concepts, safeguards and guidelines to enhance cybersecurity. (3 credits)

CRJ 352 - White Collar Crime (3)

This survey course will review the major criminal statutes intended to modify the behavior of business and government entities and individuals holding positions of power within these agencies. As with the study of street crime, procedure is immensely important to the study of white collar crime and therefore considerable time will be devoted to procedural considerations as well as case studies. The purpose of this course is to provide the student with an understanding of white collar, or corporate, crime in the U.S. and the unique issues it presents for the criminal justice system. (3 credits)

CRJ 380 - Preparing for Law School (3)

This course is designed specifically for upperclassmen who may have some interest in the law. Following a curriculum regularly used in the first year of law school, the course introduces students to the ideas and concepts that underlie the legal system in the United States. Drawing on basic legal doctrines and principles, the course will examine the minimal social expectations embodied in the law, and discuss the nature of individual obligation and professional accountability in society. Finally, the course will explore broader moral responsibilities by drawing upon biblical norms and values necessary for a vibrant, flourishing community. (3 credits)

Prerequisite: This course is for juniors and seniors or any others by special permission from the Professor.

CRJ 381 - Forensics (3)

This course explores the application of science to the legal process. Forensic science is a multidisciplinary course drawing from students' prior acquired knowledge in biology, chemistry, physics, algebra, and English classes. Students will participate in hands-on activities related to common crime scene evidence such as blood and DNA analysis, fingerprint evidence, and ballistics reports in the process of solving crimes and mysteries with the use of their acquired science skills and will explore from a biblical perspective how scientists play a role in the judicial system. This is an elective credit and does not fulfill credit for the core science requirement. (3 credits)

Prerequisite: Lab science requirements met.

CRJ 400 - Cross-Cultural Experience (0)

An approved life experience, designed to challenge and broaden the worldview of a student, by placing him/her in a context that is in contrast to his/her native culture.

CRJ 415 - Soul Care for the Criminal Justice Professional (3)

This course is designed to assist criminal justice practitioners to effectively deal with the emotional impact from trauma and negative experiences that are routinely encountered in this profession and to equip students to effectively deal with these challenges. The major goal of the course is to find safe places and coping strategies to deal with "toxic overload" and prevent compassion fatigue, professional burnout and personal moral failure. Prerequisite - This seminar will be taken in conjunction with either CRJ470, Criminal Justice Internship I or CRJ 471, Criminal Justice Internship II

Corequisite: This seminar will be taken in conjunction with either CRJ 470 or CRJ 471.

CRJ 422 - Race, Class and Criminal Justice (3)

This class will survey and critique the American Criminal Justice System from point of arrest and trial through sentencing and incarceration and discuss the significant ways that race and class play some part in every step of the process. Specifically, we will discuss the different rates of police contact, arrest, and incarceration for poor and minority communities in the United States, and both examine and challenge the various explanations given for this. Students will be exposed to different theories and learn to critically examine information they are given, with a continual emphasis on biblical concepts of impartiality, punishment and concern for the poor.

CRJ 470 - Criminal Justice Internship I (3)

This class (pass/fail) allows students to be placed in a local field placement within their chosen area of interest. This allows them to get a closer, more “hands-on” view of their area of interest to determine whether or not they will continue to pursue this particular career option after graduation. (3 credits)

CRJ 471 - Criminal Justice Internship II (3)

This class (pass/fail) allows students to be placed in a local field placement within their chosen area of interest. This allows them to get a closer, more “hands-on” view of their area of interest to determine whether or not they will continue to pursue this particular career option after graduation. (3 credits)

CSS - College Success

CSS 062 - College Success (2)

This course is designed to help students transition to college by developing a better understanding of the learning process, and acquiring essential academic skills in note taking, exam preparation, test-taking, textbook reading, and time management. This course will examine the role a biblical worldview has in pursuing academic goals, in balancing time commitments, and learning in a diverse academic community. Reading and writing assignments relevant to the students’ college academic, spiritual, and social experiences are required. Any student may register for this course, but it is a required course for students accepted on Study Skills. CSS 062 will count for the LBC 100 Foundations Seminar requirement. 2 credits.

CSV - Christian Service

CSV 201 - Christian Service I (0)

The purpose of Christian Service is to provide practical ministry experience to proclaim Christ by serving Him in the Church and society. Students will learn to cultivate an attitude of humility through the development of relationships, seek opportunities to share the gospel with those in spiritual need, and learn hands-on skill through their Christian Service Opportunity. CSV 201 and CSV 202 are required sophomore level courses consisting of two full academic semesters which provide direct experience under the supervision of experienced professionals in the Church and society. Required course. 0 Credits.

CSV 202 - Christian Service II (0)

The purpose of Christian Service is to provide practical ministry experience to proclaim Christ by serving Him in the Church and society. Students will learn to cultivate an attitude of humility through the development of relationships, seek opportunities to share the gospel with those in spiritual need, and learn hands-on skill through their Christian Service Opportunity. CSV 201 and CSV 202 are required sophomore level courses consisting of two full academic semesters which provide direct experience under the supervision of experienced professionals in the Church and society. Required course. Prerequisite: CSV 201. 0 Credits.

DAN-Dance

DAN 130 - Ballet I (1)

Beginning ballet; development of elementary ballet technique and knowledge of terminology using barre, center work, and beginning movement combinations; with an emphasis on alignment. Knowledge gained from this course will establish a foundation and proper understanding of ballet as a prerequisite for Ballet II.

DAN 140 - Jazz I (1)

Introduction to the basic concepts of jazz movement, within this beginning level technique class. Through practice and repetition students will learn proper Jazz technique. As the course progresses the technical elements will increase in difficulty, challenging the student and his/her knowledge of previously mastered Jazz fundamentals. During the class students will also become familiar with the history of Jazz dance and its influence on culture and society. This course will test and develop the student's comprehensive understanding of the technical elements of jazz dance. This includes basic rhythms, vocabulary and movement comprehension skills; while focusing on the development of strength, flexibility and proper execution. Prerequisite(s): THR 130 or concurrent enrollment in THR 130. 1 credit.

DAN 230 - Ballet II (1)

This advanced beginner course is designed for the dancer who has already been introduced to the basics of ballet and are technically prepared to further develop their understanding of ballet. In Ballet II, the knowledge and technique introduced in Ballet I will be combined into simple but fluid dance combinations as students grow into trained artists. Students will move in a traditional/contemporary fashion through barre and center exercises that are designed to challenge and enhance strength and technical ability. With music as an integral and artistic enhancement of expression; the ultimate aim of this course is to focus on the physical mastery of ballet's basic movements. Prerequisite: THR130. 2 credits.

Prerequisite: (THR130).

DAN 240 - Jazz II (1)

This advanced beginner class expands on the techniques learned in Jazz I with focus on cleanly executed technique, well connected movement quality, dynamics and increased strength and flexibility. A variety of jazz styles will be introduced. Students will be expected to retain at a more advanced pace, and properly execute combinations. Performance quality and dramatics of musical theatre jazz will be introduced and practiced. Prerequisite(s): MUS 101 or proficiency test. 3 credits.

DAN 351 - Tap I (1)

Introduction to the basic concepts of tap dance. Through practice and repetition, students will learn proper tap technique. As the course progresses the technical elements will increase in difficulty, challenging the student's knowledge of previously mastered tap fundamentals. This course will test and develop the student's comprehensive understanding of the technical elements of tap dance, including rhythms, vocabulary, time and spatial awareness.

DAN 352 - Tap II (1)

Introduction to the basic concepts of tap dance. Through practice and repetition, students will learn proper tap technique. As the course progresses the technical elements will increase in difficulty, challenging the student's knowledge of previously mastered tap fundamentals. This course will test and develop the student's comprehensive understanding of the technical elements of tap dance, including rhythms, vocabulary, time and spatial awareness.

DAN 360 - Musical Theater Styles I

As a continuation of dance study, Musical Theatre Styles I concentrates on applying techniques and skills learned in previous Ballet, Jazz, and Tap courses to professional level choreography and audition situations. This course specifically focuses on the genres and styles within the career of musical theatre by studying iconic productions, learning original Broadway choreography, and exploring the trends of standout choreographers and famous dancers. In addition, mock auditions, dance etiquette, individuality in the audition room, and execution of choreography will be implemented to better prepare students for starting and maintaining their careers.

DAN 370 - Musical Theater Styles II

As the second course of the Musical Theater Styles series, Musical Theater Styles II continues to implement styles and genres, original Broadway choreography, study of choreographers and dancers, dance etiquette, and mock professional dance auditions. As an expansion in level II, students will learn how to be professional swings, dance captains, and log choreography. These additional skills will not only provide appreciation for multiple facets of this career, but aid in the development of potential career opportunities such as being a dance captain, swinging, understudying, choreography, and stage management.

EDU - Education

EDU 101 - The Teaching Profession (3)

This course offers an introduction to the teaching profession by examining the characteristics of an effective teacher and the professional training required for an individual to be certified. It also reviews the school environment where instruction takes place, the educational philosophies that direct the design of teaching and learning, and the legislation that has impacted education at all levels including teacher preparation. These foundational concepts are analyzed in light of a biblical worldview for education. 3 credits.

EDU 204 - Instructional Design (3)

This course introduces students to the principles of instructional design. Students will understand the role outcomes and standards play in instructional design and will design ways to assess learning. Effective lesson planning will be discussed and practiced as students explore various instructional methods and materials. Instructional design will be observed and studied in classroom experiences. Prerequisite: EDU 101. 3 credits.

Prerequisite: (EDU101).

EDU 301 - Teacher Education Internship I (0)

The internship experiences planned for Lancaster Bible College students are designed to provide preprofessional field experiences in the public and private classroom. These experiences include observations, assistance and teaching experiences for the student. These experiences provide the student with an opportunity to practice the skills early in the preparation program in order to develop a measure of proficiency prior to the student teaching placements. 0 credits.

EDU 302 - Teacher Education Internship II (0)

The internship experiences planned for Lancaster Bible College students are designed to provide preprofessional field experiences in the public and private classroom. These experiences include observations, assistance and teaching experiences for the student. These experiences provide the student with an opportunity to practice the skills early in the preparation program in order to develop a measure of proficiency prior to the student teaching placements. 0 credits.

EDU 333 - The Exceptional Child (3)

This course will provide a general introduction to the diverse student population present in preK-12 classrooms. These students include those who are at risk, those who are culturally diverse, and those with any academic, emotional, mental, physical, or communicative differences. Discussions will include the assessment process, identification for eligibility, IEP development, and general pedagogical implications for each group. 3 credits.

Prerequisite: (EDU204).

EDU 335 - Inclusionary Practices (3)

This course will begin with providing an in depth look into the differentiated classroom. Each principle of differentiation will be analyzed with students formulating instructional strategies based on these principles. The remaining balance of the content of this course will be spent examining the inclusive classroom and how to provide effective instruction for various classifications of students with special needs.

Prerequisite: EDU333.

EDU 401 - Teacher Education Internship III (0)

The internship experiences planned for Lancaster Bible College students are designed to provide preprofessional field experiences in the public and private classroom. These experiences include observations, assistance and teaching experiences for the student. These experiences provide the student with an opportunity to practice the skills early in the preparation program in order to develop a measure of proficiency prior to the student teaching placements. 0 credits.

EDU 402 - Teacher Education Internship IV (1)

The internship experiences planned for Lancaster Bible College students are designed to provide preprofessional field experiences in the public and private classroom. These experiences include observations, assistance and teaching experiences for the student. These experiences provide the student with an opportunity to practice the skills early in the preparation program in order to develop a measure of proficiency prior to the student teaching placements. 0 credits.

EDU 410 - Teaching the English Language Learner (3)

This course prepares teacher candidates to distinguish between the various theories of acquiring a new language. Teacher candidates will identify and apply research-based strategies for providing English language learners (ELLs) optimal learning environments that provide meaningful access to standards-based instruction. This course places a special emphasis on instructional planning and methods that facilitates student success with academic language and academic texts. Candidates will demonstrate the ability to use assessment data to differentiate and modify instruction. Candidates will also demonstrate an understanding of schools' legal responsibilities toward ELLs and their families, and current trends in the area of giving instruction to ELLs. Candidates will review the strategies for developing effective techniques for communication between home and school, eliminating cultural prejudices, stereotyping, and integrating a multicultural perspective in schools within the context of a biblical worldview. Prerequisites: EDU 204 and EDU 333. 3 credits.

Prerequisite: (EDU333 AND EDU204).

EDU 425 - Educational Assessment for Classroom Teachers (3)

This course is designed to give the pre-service teacher an overview of formal and informal assessments. It includes rubric development for authentic assessment and the development of the teacher made tests. Specifically, it includes a discussion of both formative and summative assessment, an overview of standardized achievement tests, IQ tests, and the No Child Left Behind mandated state given tests. Prerequisite: EDU 202. 3 credits.

Prerequisite: (EDU202N OR TE202 OR EDU204).

EDU 430 - Classroom Management (3)

The course is designed for pre-service teachers to explore a range of models and strategies that facilitate developing a personal approach to classroom management. Through the examination of theoretical concepts and practical applications to classroom management, students are prepared to manage a classroom environment, know the legal aspects of management, understand the potential and the consequences of maintaining appropriate student behavior, provide adaptations for diverse students, and produce their own personal management plan. Prerequisites: SOC 325 and SOC 326. 3 credits.

Prerequisite: (SS325 OR SOC325) And (SS326 OR SOC326).

EDU 450 - Teacher Education Practicum (3)

This early field experience is designed to provide the student with the opportunity to practice professional instructional and management skills in an urban classroom. The student's performance will be reviewed by a classroom cooperating teacher and regular visits by a college supervisor. As a part of the experience prior to student teaching, the student will articulate a personal educational philosophy. Prerequisites: EDU 301, EDU 302, EDU 401, and EDU 402. 3 credits.

Prerequisite: (EDU301 AND EDU302 AND EDU401).

EDU 461 - The Cross Cultural Experience (1)

Today's preservice teachers are preparing to teach in a world which is pluralistic and diverse. In order to best prepare preservice teachers for the educational environment of the 21st century, they must have an awareness of the diverse cultures present in the world and the role of education within these cultures. The activities within this course provide these experiences through reading, reflection, and cross-cultural experiences. Prerequisite: EDU 201. 1 credit.

EDU 490 - Independent Study (3)

EDU 492 - Student Teaching Seminar (2)

This course is designed to complement the student teaching experience through additional activities and discussions. The Student Teacher is required to reflect on the classroom experiences through writing assignments in order to prepare for the professional levels of competency required of the first year teacher. Additionally, the Student Teacher will prepare professional materials for the job application and interviewing process. 2 credits.

EDU 492C - Student Teaching Seminar Continuation (0)

EDU 499 - Student Teaching (12)

The purpose of student teaching is to provide the teacher candidate the opportunity to take full responsibility for the educational activities of a regular classroom with the daily guidance and evaluation of a capable teacher. The fourteen week student teaching experience is divided into two seven week placements in two different schools and at two different grade levels. The student teachers in all programs have one experience in a public school and one in a private Christian school. The one exception is the Bible Education student teachers who have two private Christian school placements. 12 credits.

EDU 499C - Student Teaching Continuation (0)

ELE - Elementary Education

ELE 103 - The Education of Children (3)

This course is intended to prepare the teacher for a classroom of children from the very young child through fourth grade. Characteristics of children will be examined in light of curriculum, standards, instruction, classroom management and developmentally appropriate practices. Various philosophies of early childhood education will be studied and observed. Students will begin to develop a philosophy of education for the young child. Prerequisites: EDU 101. 3 credits.

Prerequisite: (EDU101 OR TE101).

ELE 201 - Math Instruction for the Young Child (3)

This course is designed to equip the early childhood (PK-4) teacher with the knowledge and skills to more effectively instruct young learners in mathematical concepts, computation, and application. The students are exposed to methods and materials used in primary grade mathematical instruction. Prerequisites: EDU 202 and MAT 202. 3 credits.

Prerequisite: (EDU202N OR TE202 OR EDU204).

ELE 205 - Integrating Play, Movement, and the Arts (3)

This course is an overview of the elements of music, art, health, physical education and play. Students will participate in hands-on experiences while learning to incorporate these elements into the PreK-4 classroom. Students will examine the needs of students to design appropriate activities that enhance learning and develop an appreciation for the arts and a healthy lifestyle. 3 credits.

ELE 352 - Social Studies in the Elementary School (3)

This course is designed to help future teachers understand the role of social studies in the curriculum for PK-4 and 4-8. The student reviews the academic standards for social studies instruction, the challenges and issues for teachers of social studies, the instructional strategies and resources for social studies, and the current trends in social studies instruction. The content of the course also examines the means to teach the values from a biblical worldview that unite the students' country and community, while simultaneously acknowledging and recognizing the disparate differences in today's culture. Prerequisites: EDU 202 and three credits of history. 3 credits.

Prerequisite: (EDU202N OR TE202 OR EDU204).

ELE 354 - Methods of Teaching Science (3)

This course includes a review of the skills and knowledge required to teach science to children in grades PK-4 and 4-8. The role of inquiry as the major focus and means of science instruction is examined and numerous sources of science education and brain research as foundations for inquiry are provided. Students review the National Science Education standards and the PA Academic standards as guides for the instructional design. Science education from a biblical worldview is integrated throughout the course. Prerequisites: EDU 202 and 6 credits of science. 3 credits.

Prerequisite: (EDU202N OR TE202 OR EDU204).

ELE 401 - Collaborative Partnerships (2)

This course will examine the collaborative relationships that every teacher must maintain with parents, colleagues and the community. The students will review how these relationships are built, the elements that contribute to the maintenance of them, and the cultural influences for each. Relationships with professionals at every level will be analyzed to determine the influences and effects on classroom instruction. (2 credits, prerequisite: EDU 332)

Prerequisite: (EDU332 OR EDU333).

ELE 424 - Literacy for the Young Child (3)

This course is designed to introduce the student to the basic principles and practices in the teaching of reading in grades PK-4. The meaning and purpose of reading will be the focus as methods and strategies are developed. Foundations for critical, creative, and evaluative reading related to a Christian view will also be explored and incorporated in the student's development of reading lessons. All students must demonstrate a competency in basic phonic knowledge. Prerequisite: EDU202, ELE103. 3 credits.

Prerequisite: (ELE103 AND EDU204).

ELE 426 - Solving Literacy Difficulties (3)

This course describes the conditions in each of the domains that impede literacy development in students and the instructional strategies and adaptations to solve those difficulties. The student reviews the elements of literacy as seen in reading, writing and oral language, and examines the assessment tools available to the teacher to gain the information needed to design appropriate instruction. Prerequisite: ELE 424 or ELM 312. 3 credits.

Prerequisite: (ELE424 OR TE424 OR ELM312 OR TE312).

ELM - Middle Level Education

ELM 302 - Introduction to the Middle Grades (3)

This course offers an introduction to instruction in the middle grades (4-8). Students study the role of the teacher, the development of the middle grades learner, and the unique needs of students at this particular age level. Students also examine curriculum and assessment issues along with effective instructional and classroom management strategies, including how to teach across the curriculum and plan as an instructional team. Students also study how a diverse student population affects instruction. These concepts and ideas are analyzed in light of a biblical worldview for education. Prerequisite: EDU 201. 3 credits.

Prerequisite: (EDU201 OR TE201 OR EDU204).

ELM 312 - Reading & Writing Across the Curriculum (3)

This course is designed for preservice teachers to gain the knowledge and skills needed to direct intermediate students to use reading and writing effectively across the curriculum. It includes the theories and rationale for reading and writing instruction at the intermediate grade levels, methods to determine the students' ability to learn from a variety of printed genres, and specific instructional strategies to be used by teachers to connect students with text. In addition, foundations for critical, creative, and evaluative reading related to a Christian worldview are explored and incorporated in the development of reading and writing lessons. Prerequisite: EDU 202. 3 credits.

ELM 313 - Teaching Mathematics in the Middle Grades (3)

This course is designed to equip the elementary teacher with the knowledge and skills to more effectively instruct young learners in mathematical concepts, computation and application. The students are exposed to methods and materials used in mathematical instruction in grades 4-8. Prerequisites: MAT 202 and ELM 302. 3 credits.

Prerequisite: (TE302 OR ELM302) And (MA202 OR MAT202).

ELM 352 - Social Studies in the Middle School (3)

This course is designed to help future teachers understand the role of social studies in the curriculum for PK-4 and 4-8. The student reviews the academic standards for social studies instruction, the challenges and issues for teachers of social studies, the instructional strategies and resources for social studies, and the current trends in social studies instruction. The content of the course also examines the means to teach the values from a biblical worldview that unite the students' country and community, while simultaneously acknowledging and recognizing the disparate differences in today's culture. Prerequisites: EDU 202 and 9 credits of history. 3 credits.

ELM 354 - Methods of Teaching Science (3)

This course includes a review of the skills and knowledge required to teach science to children in grades PK-4 and 4-8. The role of inquiry as the major focus and means of science instruction is examined and numerous sources of science education and brain research as foundations for inquiry are provided. Students review the National Science Education standards and the PA Academic standards as guides for the instructional design. Science education from a biblical worldview is integrated throughout the course. Prerequisites: EDU 202 and 6 credits of science. 3 credits.

Prerequisite: (EDU204).

ELM 426 - Solving Literacy Difficulties (3)

This course describes the conditions in each of the domains that impede literacy development in students and the instructional strategies and adaptations to solve those difficulties. The student reviews the elements of literacy as seen in reading, writing and oral language, and examine the assessment tools available to the teacher to gain the information needed to design appropriate instruction. Prerequisite: ELE 424 or ELM 312. 3 credits.

Prerequisite: (ELE424 OR ELM312 OR TE312 OR TE424).

ELT - TESOL

ELT 101 - Introduction to TESOL (3)

This course introduces students to basic terminology, history, theory, and methodology within the field of TESOL. It offers examples of, guidelines for, and interaction with language teaching techniques, and challenges students to evaluate, integrate, and begin to implement them in a manner that honors a personal commitment to Christ. 3 credits.

ELT 205 - Teaching Speaking & Listening (3)

This course focuses on the development of methods for the teaching of listening, speaking, and pronunciation. It provides students with an overview of key philosophical, theoretical, practical, and biblical considerations in the teaching of oral English. Students are required to interact with a variety of techniques for presenting oral language, assessing student proficiency, and providing constructive feedback.

Prerequisite: ELT 101. 3 credits.

Prerequisite: (ELT101 OR TL201).

ELT 305 - Teaching Reading & Writing (3)

This course focuses on the development of reading, writing, and grammar instruction. It provides students with an overview of key philosophical, theoretical, practical, and biblical considerations in the teaching of written forms of English. Students are required to interact with a wide range of techniques for helping students to comprehend, interpret, analyze, and generate writing within a variety of English genres. Prerequisite: ELT 101. 3 credits.

Prerequisite: (ELT101 OR TL201).

ELT 310 - Professional Development in TESOL (3)

This course involves students directly in networking and dialogue within the international community of TESOL professionals. Through interaction with active professionals in the field students identify and utilize key resources, develop plans for ongoing growth, and explore future teaching possibilities. 3 credits.

ELT 402 - Context, Cultures & Values in TESOL (3)

This course is designed to help students explore the various international contexts in which English language teaching may occur. It requires students to interact with ethical issues at sociopolitical, economic, cultural, religious, and educational levels. In class activities expose students to a variety of tools, questions, and means of inquiry that can be used in exploring each of these contexts. An emphasis is placed on critical analysis, creative problem solving, and initiation of value-related discussion in the classroom setting. Prerequisite: ELT 101. 3 credits.

Prerequisite: (ELT101).

ELT 405 - Teaching Grammar (3)

This course is primarily focused on preparing the English language teacher with a variety of instructional strategies for the presentation and practice of grammatical structures within a communicative language classroom. While the course is not designed to be an intensive reteaching of grammar, a review of grammatical terminology and rules are a subcomponent of the course. Students are expected to apply knowledge of these grammatical items in the preparation of lessons and analysis of writing and speech samples. Students without a strong background in grammar should be aware that this course may require additional independent practice and review of grammar that goes beyond classroom activities and assignments. Prerequisite: ELT 205. 3 credits.

Prerequisite: (TL301 OR ELT205).

ELT 440 - Course Design (3)

This course guides students through the process of evaluating, selecting, developing and adapting materials. Throughout the semester students will construct and revise a language course which includes articulation of beliefs, formulation of goals and objectives, sequencing of lessons, development of materials and design of assessment tools. Prerequisites: ELT 101, ELT 105, and ELT 205. 3 credits.

Prerequisite: (TL211 OR ELT105) And (TL301 OR ELT205) And (ELT101).

ELT 480 - Selected Topics in TESOL (3)

Selected topics in TESOL provides opportunities to (intermittently) offer relevant and timely courses not offered in the standard curriculum but of immediate interest and concern to students or faculty. Topics may include but are not limited to the following: TESOL for Young Learners, Designing Church-Based ESL Programs, ESL for New Immigrants, Media and Technology in TESOL, Teaching Content to Second Language Learners, and Teaching Culture. 3 credits.

ELT 490 - Independent Study (3)

An independent study in a specialized area in the TESOL program may be arranged through a faculty member teaching in the subject area. The student must be a junior or senior and have a minimum GPA of 3.00 to be eligible. Request forms are available in the Registrar's Office. 3 credits.

ENS - Music, Worship and Performing Arts

ENS 101 - Chorale (1)

Choral ensembles, directed by LBC faculty, are dedicated to the rehearsal and performance of choral repertoire interpreted according to the historical context and genre of the chosen works. Rehearsals focus on the accomplishment of musical and performance competencies consistent with the ensemble. Public performance(s) during the semester allow the student to demonstrate mastery of musical and performance skill as well as the interrelation of a biblical worldview to the designated art form. 1 credit

ENS 101 - Chorale (Non-credit) (0)

ENS 102 - Orchestra (1)

Instrumental ensembles, directed by LBC faculty, are dedicated to the rehearsal and performance of Instrumental repertoire available for the representative instruments involved and interpreted according to the historical context and genre of the chosen works. Rehearsals focus on the accomplishment of musical and performance competencies consistent with the ensemble. Public performance(s) during the semester allow the student to demonstrate mastery of musical and performance skill as well as the interrelation of a biblical worldview to the designated art form. 1 credit.

ENS 103 - Jazz Lab (1)

Instrumental ensembles, directed by LBC faculty, are dedicated to the rehearsal and performance of Instrumental repertoire available for the representative instruments involved and interpreted according to the historical context and genre of the chosen works. Rehearsals focus on the accomplishment of musical and performance competencies consistent with the ensemble. Public performance(s) during the semester allow the student to demonstrate mastery of musical and performance skill as well as the interrelation of a biblical worldview to the designated art form. 1 credit.

ENS 104 - Chapel Guild (1)

Choral ensembles, directed by LBC faculty, are dedicated to the rehearsal and performance of choral repertoire interpreted according to the historical context and genre of the chosen works. Rehearsals focus on the accomplishment of musical and performance competencies consistent with the ensemble. Public performance(s) during the semester allow the student to demonstrate mastery of musical and performance skill as well as the interrelation of a biblical worldview to the designated art form. 1 credit.

ENS 105 - Handbells (1)

Instrumental ensembles, directed by LBC faculty, are dedicated to the rehearsal and performance of Instrumental repertoire available for the representative instruments involved and interpreted according to the historical context and genre of the chosen works. Rehearsals focus on the accomplishment of musical and performance competencies consistent with the ensemble. Public performance(s) during the semester allow the student to demonstrate mastery of musical and performance skill as well as the interrelation of a biblical worldview to the designated art form. 1 credit

ENS 106 - Vocal Ensemble (1)

ENS 114 - Fall Production (1)

Value-based, family-friendly, musical theater offered to the broader community within the context of the mission, goals, and instructional model of Lancaster Bible College.

ENS 121 - Women's Chorus (1)

Instrumental ensembles, directed by LBC faculty, are dedicated to the rehearsal and performance of Instrumental repertoire available for the representative instruments involved and interpreted according to the historical context and genre of the chosen works. Rehearsals focus on the accomplishment of musical and performance competencies consistent with the ensemble. Public performance(s) during the semester allow the student to demonstrate mastery of musical and performance skill as well as the interrelation of a biblical worldview to the designated art form. 1 credit.

ENS 122 - Chamber Singers (1)

Choral ensembles, directed by LBC faculty, are dedicated to the rehearsal and performance of choral repertoire interpreted according to the historical context and genre of the chosen works. Rehearsals focus on the accomplishment of musical and performance competencies consistent with the ensemble. Public performance(s) during the semester allow the student to demonstrate mastery of musical and performance skill as well as the interrelation of a biblical worldview to the designated art form. 1 credit.

ENS 123 - Travel Worship Team (1)

Visual Arts ensembles, including Worship Teams, prepare and perform for the purpose of communicating a message through a specific performing art form from media and technical arts to dance, drama and other similar forms. These ensembles, directed by LBC faculty, are dedicated to the rehearsal and performance of repertoire that communicates a biblical world view as well as artistic excellence. Rehearsals focus on the accomplishment of artistic and spiritual competencies consistent with the ensemble. Public performance(s) during the semester allow the student to demonstrate mastery of artistic skill as well as the effectiveness of the communication of the intended message.

ENS 129 - Percussion Ensemble (1)

Instrumental ensembles, directed by LBC faculty, are dedicated to the rehearsal and performance of Instrumental repertoire available for the representative instruments involved and interpreted according to the historical context and genre of the chosen works. Rehearsals focus on the accomplishment of musical and performance competencies consistent with the ensemble. Public performance(s) during the semester allow the student to demonstrate mastery of musical and performance skill as well as the interrelation of a biblical worldview to the designated art form. 1 credit.

ENS 130 - Wind Ensemble (1)

Instrumental ensembles, directed by LBC faculty, are dedicated to the rehearsal and performance of Instrumental repertoire available for the representative instruments involved and interpreted according to the historical context and genre of the chosen works. Rehearsals focus on the accomplishment of musical and performance competencies consistent with the ensemble. Public performance(s) during the semester allow the student to demonstrate mastery of musical and performance skill as well as the interrelation of a biblical worldview to the designated art form. 1 credit.

ENS 131 - Pep Band (1)

Instrumental ensembles, directed by LBC faculty, are dedicated to the rehearsal and performance of Instrumental repertoire available for the representative instruments involved and interpreted according to the historical context and genre of the chosen works. Rehearsals focus on the accomplishment of musical and performance competencies consistent with the ensemble. Public performance(s) during the semester allow the student to demonstrate mastery of musical and performance skill as well as the interrelation of a biblical worldview to the designated art form. 1 credit.

ENS 132 - Musical Theatre (1)

Value-based, family-friendly, musical theatre offered to the broader community within the context of the mission, goals, and instructional model of Lancaster Bible College. 1 credit.

ENS 136 - Dance Workshop (1)

Dance Workshop prepares students to effectively perform and portray a message through contemporary dance choreography based on previous Ballet and Jazz training. This ensemble is dedicated to the rehearsal and performance of contemporary repertoire that communicates a biblical worldview through acquired artistic knowledge/ability. The workshop is geared towards challenging the physical technique of each student as they continue to master the art of movement through complex choreographic works. 1 credit.

ENS 137 - Instrumental Chamber Ensembles (1)

Instrumental chamber ensembles, coached by LBC faculty, are dedicated to the rehearsal and performance of instrumental repertoire available for the representative instruments involved and interpreted according to the historical context and genre of the chosen works. Rehearsals focus on the accomplishment of musical and performance competencies consistent with the ensemble. Public performance(s) during the semester allow the student to demonstrate mastery of musical and performance skill as well as the interrelation of a biblical worldview to the designated art form. Ensembles could include: brass, woodwinds, strings, percussion, world instruments and any combination of those.

ENS 150 - Leading and Directing Ensembles (2)

ENS 201 - Musical Theatre Workshop (1)

This course gives vocal and musical theatre performers an opportunity to study musical theatre roles in an ensemble setting with the goal of maturing vocal performance, while also gaining knowledge in the history and literature of musical theatre. By audition only. 1 credit.

ENS 202 - Opera Workshop (1)

The opera workshop is a class for moderate to advanced classical singers to explore the musical, linguistic, and dramatic preparation and performance of scenes from the operatic repertory. In addition, the student will learn more about the history and literature of opera, as well as the opera industry. By audition only. 1 credit.

FAS - Foundations for Academic Success

FAS 100 - Foundations for Academic Success (3)

This course is designed to equip leaders to make disciples through intentional relationships within the youth ministry setting. A particular emphasis will be placed on forming purposeful plans for discipleship in every aspect of a ministry and to understanding the individual leader's discipleship experience and preference. The focus will be centered on the foundational role of relational ministry in developing resilient disciples. (3 credits)

HCM - Healthcare Management

HCM 105 - Introduction to Health Sciences (3)

This course will equip the student with a widespread knowledge of healthcare careers as they develop the basic skills required in all health and medical sciences. In addition to learning the key elements of the U.S. healthcare system, students will be exposed to pathologies; diagnostic and clinical procedures; therapeutic interventions; and the fundamentals of medical emergency care. Throughout the course, instructional activities emphasize safety, professionalism, accountability, and efficiency for workers within the healthcare field. (3 credits)

HCM 110 - Medical Terminology (3)

This course will equip the student with a knowledge of the language of healthcare. The student will learn to define medical terms by using the root, prefix and suffix of the word as well as the main vocabulary, diagnostic tool and pharmacology for each body system including; neurological, respiratory, cardio-vascular, hematological, endocrine, gastro-intestinal, genital-urinary, muscular-skeletal and skin. (3 credits)

HCM 115 - Nutrition and Wellness (3)

This course will equip the student with knowledge of human nutrition, exercise, disease prevention and mental health as it relates to healthy nutrition and life-style choices. This course will focus on current health issues including obesity, food deserts and the controversy of marketed foods that lack nutritional value. (3 credits)

HCM 201 - Experiential Learning Experiences 1 (1)

This course will equip the student with a knowledge of the legal and ethical issues facing healthcare professionals. Students will explore the basics of legal and ethical healthcare issues and decision-making from a biblical perspective. Prerequisite: Intro to Health Sciences, Professionalism and Education in Healthcare (1 credit)

Prerequisite: (HCM105 AND HCM205).

HCM 202 - Experiential Learning Experiences 2 (1)

Course Description: These courses will equip the student with experience in the healthcare field. The student will research and contact healthcare organizations in the community and observe/volunteer at the chosen site. Each experience will be 30 hours of observational work with the creation of a research paper and presentation following the experience. The student will be required to find and secure their own sites, which will be approved by the instructor or program director. Prerequisite: Intro to Health Sciences, Professionalism and Education in Healthcare (1 credit)

Prerequisite: (HCM105 AND HCM205).

HCM 203 - Experiential Learning Experiences 3 (1)

These courses will equip the student with experience in the healthcare field. The student will research and contact healthcare organizations in the community and observe/volunteer at the chosen site. Each experience will be 30 hours of observational work with the creation of a research paper and presentation following the experience. The student will be required to find and secure their own sites, which will be approved by the instructor or program director. Prerequisite: Intro to Health Sciences, Professionalism and Education in Healthcare. (1 credit)

Prerequisite: (HCM105 AND HCM205).

HCM 205 - Professionalism and Education in Healthcare (3)

This course will equip the student with a knowledge of professionalism as the student transitions from the classroom to a healthcare work environment. The student will gain an understanding of "scope of practice" for a variety of healthcare disciplines and gain knowledge of what is expected from healthcare providers in many different situations. Students will learn to communicate verbally as well as improve their written skills while learning how to educate clients, their families, co-workers and staff and the community. Students will discuss the need for privacy for the client and gain an understanding of Health Insurance Portability and Accountability Act (HIPAA.) Prerequisite: Introduction to Health Sciences (3 credits)

Prerequisite: (HCM105).

HCM 210 - Ethical/Legal Issues in Healthcare (3)

This course will equip the student with a knowledge of the legal and ethical issues facing healthcare professionals. Students will explore the basics of legal and ethical healthcare issues and decision-making from a biblical perspective. Prerequisite: Introduction to Health Sciences. (3 credits)

Prerequisite: (HCM105).

HCM 215 - Healthcare Policy and Economics (3)

This course will equip the student with a knowledge of the US healthcare delivery system; address the social, political, and economic context of US healthcare and the distribution of medical care and pharmaceutical products and services, as well as the role of public and private insurers, pharmaceutical industry, and managed care organizations. Current policies as well as basic economics will be discussed within these systems. Prerequisites: Introduction to Health Sciences. 3 credits

Prerequisite: (HCM105).

HCM 301 - Healthcare Management I (3)

This course will equip the student with the knowledge and skills needed to address the full scope of responsibilities of healthcare managers. The customary activities of the healthcare manager including planning, organizing, leading and controlling will be discussed and applied to a variety of healthcare settings. Topics explored include organizational structure, authority and power relationships, compliance, quality assessment, performance improvement, and legal and ethical concerns as they relate to the healthcare industry. Students will learn to use proven management concepts, principles, and practices to serve their organizations by providing Christ-honoring, patient focused services. (3 credits)

Prerequisite: (HCM215).

HCM 302 - Healthcare Management II (3)

Following Healthcare Management I, this course will further equip students with the essential tools and strategies to lead and manage the human resources within their healthcare setting. Topics discussed include staffing, training and development, employee relations, and strategic planning. Students will also explore principles and practices used to lead and motivate fellow employees. By developing their interpersonal leadership skills, students will learn how to communicate vision, provide a sense of direction, inspire excellence, and promote change. (3 credits)

Prerequisite: (HCM301).

HCM 305 - Community Health (3)

This course will equip the student with knowledge of the concepts and methods of community health improvement and the role of community assessment and holistic care. Health People 2020 topics and objectives will be discussed and used as a guide to determine healthcare deficits and advantages within the student's community. Prerequisite: Healthcare Management II, Healthcare Policy/Economics. 3 credits

Prerequisite: (HCM302 AND HCM215).

HCM 310 - Evidence-Based Practice Research Analysis/Writing (3)

This course will equip the student with skills to find and analyze evidence-based research, then use critical thinking skills to apply the research to change, create or negate current healthcare policy. The student will investigate multiple healthcare topics with the support of evidence-based research using health related databases. Students will enhance their writing skills and develop a suggested proposal for policy change and a research study to support that change. Prerequisite: Research Writing. 3 credits

HCM 370 - Experiential Learning (3)

This course will equip students with experience in a variety of healthcare settings. Students will learn how to think critically, solve problems creatively and build teams effectively using site visits as a basis for experiential learning. Students will be challenged to put theory into practice as they apply their healthcare course concepts in real world healthcare situations. Students will also be able to identify trends and emerging issues in the industry that will provide the students with greater understanding of the scope and magnitude of healthcare management.

HCM 400 - Cross-Cultural Experience (1)

This course is designed to provide a cross-cultural experience challenging students to confront their own presuppositions about what culture is and what culture means. The cross-cultural experience also helps students enlarge their awareness and appreciation of diverse cultures. This experience seeks to prepare them to function more thoughtfully in a world that is increasingly interconnected. As students encounter other cultures, they will find ways to interact creatively to meet needs they see and will also realize that new situations transform them. 1 credit

HCM 450 - Healthcare Management Practicum I (3)

This course will equip the student to apply leadership/management techniques while developing a more intimate knowledge of healthcare disparities, resources, needs and programs within the community selected by the student. The student focus will be on choosing a management/leadership style and approach and apply it to managing primary, secondary and tertiary care in a variety of settings. Prerequisite: Core HCM courses. 3 credits

Prerequisite: (HCM105 AND HCM110 AND HCM115 AND HCM201 AND HCM202 AND HCM203 AND HCM205 AND HCM210 AND HCM215 AND HCM301 AND HCM302 AND HCM305 AND HCM310).

HCM 455 - Healthcare Management Practicum II (3)

This course will equip and challenge the student to use all of the knowledge gained in HCM Practicum I. The student will choose one or more community healthcare settings and complete 45 hours at the setting of their choice as a volunteer. The student's focus will be on determining how the health setting benefits the community, and how it is managed; including personal, financial issues and client/community interaction with staff (customer service.) Prerequisite: Healthcare Management Practicum I. 3 credits

Prerequisite: (HCM450).

HCM 460 - Healthcare Comprehensive Portfolio (3)

This course will equip the student with a comprehensive view of their educational and professional pursuits throughout the Healthcare Management program. Prerequisite: Completion of all Core Requirements. 3 credits

Prerequisite: (HCM105 AND HCM110 AND HCM115 AND HCM201 AND HCM202 AND HCM203 AND HCM205 AND HCM210 AND HCM215 AND HCM301 AND HCM302 AND HCM305 AND HCM310).

HIS - History

HIS 201 - U.S. History I (1600-1877) (3)

America traces its national existence back to a European experiment that had many different purposes from economic enterprise to religious utopianism. This class will trace the history of the United States from its founding through its revolution of independence to its near collapse in the Civil War. Following a chronological scheme, students will focus on the persistent themes in American society, economics, and politics in addition to recognizing the innovation associated with America's growth. 3 credits.

HIS 202 - U.S. History II (1877-Present) (3)

The United States of America ended Reconstruction at the same time that it moved onto the world stage as an economic power. On a wave of industrial expansion, the country grew and evolved through periods of wealth, social crises, depression, war, and cultural divisions. This course will explore the story of the United States' rise to influence at the end of the nineteenth century, through the turmoil and successes of the twentieth century, and into the uncertain future of the twenty-first century. The course will evaluate the events and ideas of the century from a Christian perspective. (3 credits)

HIS 203 - Ancient History (3)

The cultural peculiarities, the political structures, and historical contexts of the Ancient world set the foundations for the coming of the Persian Empire, Greek culture, and Hebrew theocracy. This class focuses on the Ancient civilizations which dominated the Mesopotamian and Mediterranean worlds prior to the Roman Empire's founding, and also includes brief discussions of those which developed in India, Africa, and China. 3 credits.

HIS 204 - The Modern World: WWI to the Present (3)

World War I challenged the political, social, economic, and cultural constructs of the western world. Since its end, both eastern and western civilizations have faced changing realities causing a Second World War, a Cold War, and then a globalized market place. This class analyzes the changing face of the world as it emerged from the 1920s then transformed through conflagration, poverty, and prosperity for the rest of the century. The class focuses on the first world powers but offers explanations of developments in less developed parts of the world as well. 3 credits.

HIS 205 - Greece, Rome, and the Early Church (3)

Greek democracy and the Roman Empire together launched philosophical schools, artistic styles, political innovations, and military successes which would set the stage for the coming of Christ, the birth of the Church, and the development of western culture. This class traces the historical moments, innovative ideas, and key individuals that defined the Mediterranean world from 1200 BC to AD 500. 3 credits.

HIS 207 - African American History 1519 to 1890 (3)

This course is a survey of African American history from its beginnings through emancipation and Reconstruction. Content will be focused on the study and analysis of the African origins of black Americans, the middle passage, the development of plantation slavery, and the many historical changes that shaped African American life and culture thereafter—from the Revolution to the Civil War. Topics will include the impact of the Revolution on African American life; the emancipation of slavery in the post-Revolutionary North and the development of a free black community there; antebellum slavery, slave culture, and slave resistance; the black abolitionist movement; and African American freedom struggles during the Civil War and Reconstruction.

HIS 210 - Origins & Legacies of 1960s

The decade of the 1960s proved to be one of the most pivotal decades in American history. The Cold War and the Conflict in Vietnam inspired a new generation of activists, known as the New Left, to address social tensions, economic disparities, racial conflict, and political rivalries. When conservative populations pushed back against the rise of the New Left, America entered a time of culture war which saw the rise of the Civil Rights movement, the implementation of the Great Society, and the backlash of America's status quo. This class will analyze the convulsive changes American culture endured in the 1960s and the fallout from those changes through the twentieth century in light of a biblical worldview. (3 credits)

HIS 224 - History of Christian Song (3)

An investigation of the origin and development of sacred song from its beginnings to the present, with special reference to the relation of sacred Christian song to historical, sociological and theological trends, and the biblical principles and historical trends inherent in the use of sacred song in personal and corporate worship. Sacred song in Western civilization will be the central focus, though not to the exclusion of other world music movements and influences. 3 credits. (Writing Intensive)

HIS 280 - World Wars (3)

World War I and World War II launched political, military, economic, and cultural transformations and laid the foundations for the second half of the twentieth century and the twenty-first century. This class traces the historical events, key individuals, influential ideologies, and innovative technologies that defined the world from 1914 to 1945. (3 credits)

HIS 301 - Arab-Israeli Conflict (3)

During the second half of the 20th century the survival of the Israeli nation represented the cultural, political, religious, and economic clash between east and west. The Jewish people, granted a homeland by the United Nations, first fought military battles for survival against Arab nationalism from the 1950s to the 1960s, then Islamic radicalism in the 1970s and beyond. This class examines the historic conflict between the Jews and Arabs over the land of Israel; it will focus on the competing Jewish and Arab claims, the wars fought between them, the abuses committed by both sides, and the wider implications for western politics and world religion. 3 credits.

HIS 302 - American & French Revolutions: The Birth of the Modern Era (3)

The American Revolution epitomized the intellectual tradition known as the Enlightenment that combined with vibrant Puritan, Baptist, Anglican, and Episcopalian cultures. Ten years later, the French abandoned the Enlightenment striking out on a new path that would shake the foundations of the western world, redefining society, culture, and politics for the next 200 years. Though the American Revolution succeeded in setting historical precedents by 1800, the French Revolution would pit against it a new set of ideals setting the stage for the cultural wars, the political battles, and the philosophical schools of the 19th 20th centuries. 3 credits.

HIS 303 - The American Civil War (3)

This course examines the ideas and events that led Americans into the Civil War (1861-1865). It also analyzes the progress of the war in light of military leaders' styles, strategies and tactics; and the factors that account for the outcomes of both the battles and the war itself. The class will visit battlefield(s) to help students better understand how terrain affected particular engagements. Students will assess the relationship between moral responsibility and the use of war to correct civic evils by studying both Northern and Southern worldviews in light of social, economic, political, and cultural contexts, in the light of a biblical worldview. (3 credits)

HIS 304 - American Religious History (3)

From the founding of the British colonies to the end of the twentieth century, religion has played a central role in America's cultural history. In addition, over its history American culture has influenced religious beliefs and traditions. This course will examine the role that religion has played in American life and the ways that America has transformed religious traditions since the seventeenth century from a Christian perspective as compared to other worldviews and perspectives. This course will also evaluate multiple historiographical interpretations of the religious movements in American history. (3 credits)

HIS 305 - Renaissance & Reformation (3)

This course will introduce the student to the cultural, political and intellectual trends of the Renaissance as it introduced a new age in European history. In addition, the class will familiarize the student with the themes, movements, and people of the Reformation in Europe. 3 credits.

HIS 310 - History and the Christian Imagination (3)

The Bible presents a particular view of history that has informed human cultures for centuries. Since the Enlightenment, however, new ways of understanding history have changed the ways that people understand themselves, their past, and their world. This course will evaluate the different modern views of history and review various examples of historical writing. This course will also help students frame their understanding of history and historiography in the light of a biblical worldview. 3 credits.

HIS 480 - Selected Topics in History (3)

Selected Topics provides opportunities to (intermittently) offer relevant and timely courses not offered in the standard curriculum but of immediate interest and concern to students or faculty. 3 credits.

HIS 490 - Independent Study (3)

An independent study in a specialized area of history may be arranged through a faculty member teaching in the subject area. The student must be a junior or senior and have a minimum GPA of 3.00 to be eligible. Request forms are available in the Registrar's Office. 3 credits.

HPE - Health & Physical Education

HPE 100 - Health & Physical Education Seminar (0)

This weekly forum, required of all HPE majors, open to all students and faculty, provides an opportunity for student activity, teaching, ChargerPE4Me program, departmental dialogue, guest lectures, and master classes. 0 credits.

HPE 105 - Introduction to the PE and Sport Coaching Profession (3)

This course is intended to introduce prospective educators to the discipline and profession of Health Physical Education. The student gains a historical perspective of how the field was developed, and is introduced to present-day teaching strategies and concerns in health and physical education. Authentic learning opportunities assist students in confirming their professional direction. Prerequisite: EDU 101. 3 credits.

Prerequisite: (EDU101 OR TE101).

HPE 110 - Administration of Physical Education and Sport Programs (2)

This course is designed to give an overview of the administration of Physical Education and sport programs in a K-12 school setting. Management concepts covered include planning, organization, operation, evaluation, communication, budgeting, equipment purchase, maintenance, and scheduling.

HPE 120 - Measurement and Evaluation for Physical Educators (1)

This course provides students with an overview of measurement and evaluation as it relates to physical education. This course introduces students to the important role that evaluation plays in the operation of physical education programs. Statistical tools will be presented and shown to be necessary for measuring and evaluating both individual performance and program effectiveness.

HPE 160 - Outdoor Education (2)

This course is designed to be a powerful group experience that exposes the student to individual and group development through experience in outdoor activities. Emphasis is placed on learning basic skills in camping, backpacking, rock climbing, and ropes. It is a Challenge-by-Choice experience. 2 credits

HPE 160L - Outdoor Education Lab (0)

HPE 170 - Aquatics (2)

This course is designed to enable students to become proficient in basic swimming strokes and elementary diving skills. The students will also develop fundamental water safety skills and rescue techniques.

HPE 200 - Concepts of Major Sports (3)

This course is designed to prepare students in the health and physical education certification program to teach sport-specific activities in the K-12 school setting with an emphasis on the teaching and learning process. Students will learn the rules, strategies, organization and skill development for a variety of individual and team sports, as well as applicable fundamental movements and tactical principles. 3 credits.

HPE 201 - Principles of Health Education (1)

The purpose of this course is to introduce the core concepts of health education and the National Health Education Standards for students K-12. This course is designed to increase the student's knowledge about high-risk health behaviors that impact learning and academic success.

HPE 202 - HPE Instructional Design (1)

This course introduces students to the process of designing both a health and physical education unit plan that focuses on skill development, proper assessments and instructional strategies. Effective unit planning will be discussed and practiced as students explore various instructional methods and materials.

HPE 311 - Teaching Elementary Health & Physical Education (3)

This course is designed to introduce the student to methodology for teaching health and physical education in developmentally appropriate progression related to student readiness. Emphasis will be placed on course content and curriculum planning applicable to the elementary level student. Additionally, this course will provide an overview of the proper execution and analysis of basic movement patterns and the relationship of rhythm and movement through a fundamental movement education approach. Prerequisite: EDU 204. 3 credits.

Prerequisite: (TE202 OR EDU204).

HPE 315 - Administration of Physical Education & Athletic Programs (3)

This course is designed to give an overview of the administration of a physical education and school athletic program. Topics covered include staff recruitment and supervision, budgeting, equipment purchase, maintenance, scheduling of athletic events, officials, facilities, public relations, sport management, and sport promotions. 3 credits.

HPE 320 - Recognition & Evaluation of Athletic Injuries I (3)

The course provides athletic training knowledge and skills essential to the mastery of the six performance domains of athletic training for entry level Certified Athletic Trainers. These domains are based on attaining specific cognitive, psychomotor, and affective skills necessary in the prevention, recognition, evaluation, treatment, and referral of lower extremity musculoskeletal injuries and illness. Students taking this course conduct thorough clinical injury/illness evaluations and determine the nature, type, and severity of injuries for the basis of providing First Aid/Emergency Care, referring for medical diagnosis/treatment, and follow-up treatment. Prerequisite: SPM 260. 3 credits.

Prerequisite: (HPE160N).

HPE 331 - Adapted Health & Physical Education (3)

This course is designed to provide elementary, middle, and high school students with disabilities the opportunity to participate in physical education classes in the least restrictive environment. It presents methods to use to advocate for appropriate activities for students with disabilities, addresses health related issues for students with disabilities, and teaches how to modify activities in the classroom to allow for participation for all students. Prerequisite: HPE 105. 3 credits.

Prerequisite: (HPE105 OR TE105).

HPE 340 - Recognition & Evaluation of Athletic Injuries II (3)

The course provides athletic training knowledge and skills essential to the mastery of the six performance domains of athletic training for entry level Certified Athletic Trainers. These domains are based on attaining specific cognitive, psychomotor, and affective skills necessary in the prevention, recognition, evaluation, treatment, and referral of upper extremity musculoskeletal injuries and illness. Students taking this course conduct thorough clinical injury/illness evaluations and determine the nature, type, and severity of injuries for the basis of providing First Aid/Emergency Care, referring for medical diagnosis/treatment, and follow-up treatment. Prerequisite: SPM 260. 3 credits.

Prerequisite: (HPE160N).

HPE 356 - School Health I (3)

This course is designed to provide the knowledge and skills necessary for the development, implementation, and assessment of a comprehensive health education curriculum for K-12 students. The student will learn teaching strategies for the instruction of mental and emotional health, family and social health, growth and development, and nutrition. In addition, the student will receive an introduction to the prevention, recognition, treatment, and rehabilitation of athletic injuries. Taping, basic anatomy, and care of common injuries will be taught. American Red Cross CPR and American Sport Education Program (ASEP) Sport First Aid certifications may be granted upon completion of the course. Prerequisites: EDU 204 and HPE 105. 3 credits.

Prerequisite: (TE202 OR EDU204) And (HPE105 OR TE105).

HPE 359 - School Health II (3)

This course reviews the teaching strategies from HPE 356. Students learn further strategies for the instruction of personal health and physical activity, alcohol, tobacco, and other drugs, communicable and chronic diseases, consumer and community health, environmental health, injury prevention, and safety. Prerequisite: HPE 356. 3 credits.

Prerequisite: (HPE356 OR TE356).

HPE 411 - Teaching Secondary Health & Physical Education (3)

This course is designed to introduce the student to methodology for teaching physical education and health education in developmentally appropriate progression related to the readiness of each student at the secondary level. Emphasis is placed on the course content and curriculum planning applicable to the middle and secondary level in both health and physical education. Prerequisite: HPE 311. 3 credits.

Prerequisite: (HPE311 OR TE311).

HPE 480 - Selected Topics in Health & Physical Education (3)

Selected topics provide opportunities to (intermittently) offer relevant and timely courses not offered in the standard curriculum but of immediate interest and concern to students or faculty. 3 credits.

HSV - Human Services

HSV 101 - Foundations and Calling (3)

In this course, students explore a personal calling' to the helping field and examine foundational assumptions of their worldview as a Christian Human Service worker. Students are required to complete self-assessments and abstracts that build on current APA writing skills. This course explores the theology of the gift of helps and calling to service. It is designed to give the Christian human service worker a personal biblical framework in which to integrate faith and practice. Students will solidify the spiritual foundation for a human service professionals' life purpose, walk, and calling to 'helping'. Students are required to develop a planning, assessing and documenting tool for lifelong learning and professional presentation via a professional portfolio. The portfolio is integral for students having to take a capstone course. Finally, this course acts as an introduction to the HSV major, practicum, and senior internship.

HSV 200 - Introduction to Human Services (3)

This course examines the broad range of services and functions of the human service professional. Students become knowledgeable about the many roles and functions of the human service professional and gain an understanding of the types of agencies where human service professionals are employed. This course offers a general overview of the human service profession. The course will assist the student in developing a professional identity. In addition, students will learn about the helping process, the roles and functions of the human service professional, and key issues related to the professional development of the human service professional.

HSV 202 - Human Diversity (3)

This course is designed to expand knowledge, awareness, and skills that will enable the human service student to interact successfully and respectfully with people of different backgrounds, viewpoints, and values. Students will be exposed to the need for a culturally sensitive perspective to social service delivery and explore intervention differences based on culture, race, ethnicity, and socioeconomic status. Attention will be given to recognizing the strengths and vulnerabilities of people groups. This class is designed to challenge the human service student to identify personal beliefs and biases which would prove detrimental in their work with people from groups different than their own.

Additionally, Throughout the course, critical thinking skills are encouraged as student attempt to define their personal presupposition about Christ and culture. This course aims to exemplify the challenges and benefits of difference, while understanding the strength and possibilities of living and working together in a multicultural society.

Prerequisite: (LBC101 AND HSV200 AND SOC101 AND SOC203).

HSV 206 - Foundations & Theories of Human Systems (3)

HSV 206: Foundations Theories of Human Systems (3 credits) This course is a continuation of SOC 326. Students continue to explore the person-in-the-environment (PIE), with emphasis on human service delivery at the micro, mezzo, and macro levels. Students in this class will explore the origin, foundation, and development of system theory as a major model used in human services. To conceptualize and integrate prevention, maintenance, intervention, rehabilitation, students are introduced to helpful tools used for assessing the ecological context. The course examines the use of system theory in providing a range of services to individuals, groups, family, organizations, community, and society. The political, ideological, and theological implications of servicing humans in the environment are explored.

Prerequisite: (PSY226 AND HSV200 AND HSV202).

HSV 208 - Social Welfare, Policies, and Practice (3)

This course is an overview of social policy development and evaluation. Students are challenged to analyze policy from an agency standpoint, as well as on national and local levels. The course will also survey the history and current development of policies designed to serve those in need. Social welfare agencies oriented to meet the needs of special populations (e.g. the aged, children and youth, rural and urban groups), and the policies influencing their development will be critically analyzed. Special attention is placed on the role of activism and advocacy in creating policies for the poor.

Prerequisite: (HSV200 OR SWK102).

HSV 210 - Agency Field Practicum I (1)**HSV 212 - Group Experience & Self-Evaluation (3)**

This course will explore group dynamics and how groups are used in social work practice. Group progression (stages) and varied theoretical models will be examined. Also addressed will be ethical guidelines that govern the formation and maintenance of group process. Students will explore the historical framework for group development, structure of a group, group dynamics, the role of the leader, as well as the varied types of groups. In addition, students will be introduced to varied models of group dynamics that occur, subsequent to group membership. The basic thrust of this class is experiential where the classroom becomes a place for the student to practice and develop group leadership skills. Assessment will be based on successful demonstration of theory to real world application (transfer of knowledge).

Prerequisite: (HSV200 AND HSV202 AND HSV206).

HSV 230 - Evangelism in the Marketplace (3)**HSV 300 - Family Systems (3)**

A systematic Christian perspective of family life in modern society covering every issue that affects the family including--marriage, parenting, sexuality, communication, and social dynamics is covered in this class. Students are reintroduced to the first most established God given human institutions – the family. In this course students are transformed as they dig deep into Scripture, ever mindful of context, in order to develop a theological basis for family relationships. The course integrates a Christian perspective with insights from psychological and sociological studies to provide an analysis of the American family from a Christian perspective.

Prerequisite: (HSV200 AND HSV202 AND HSV206).

HSV 305 - Agency Field Practicum I (1)

Lancaster campus version.

HSV 306 - Agency Field Practicum II (1)

Lancaster campus version.

HSV 400 - Advocacy & Methods for Human Functioning (3)

This course is designed to explore the potential use and benefits of alternative and dispute resolution in human services as a part of the advocacy process. Students will explore the leadership role of the advocate, learn about various disputes, resolution models, and practice mediation skills. This transformational course gives students the opportunity to identify with key Biblical characters that were called to do justice and show mercy. Students will experience the roles of a Christian mediator, an advocate, and agency representative through role-play in dyads and small groups

Prerequisite: (HSV200 AND HSV202 AND HSV206 AND HSV208 AND PHI307).

HSV 401 - Community Development and Assessment (3)

This advanced human services skill development course examines the organizational structure of communities and special populations. A focal aspect of this course is developing and implementing a community-based project, giving students the opportunity to develop project leadership skills as change agents and Godly servants. Within this course students examine and initiate a social change process that addresses the human service needs of a special urban population. As a group, students will select a community to survey and complete a “needs assessment”. Students are expected to assess one of the communities in which they have completed their field experience placement. In addition, students will gain knowledge of the process to effect social change through advocacy work at all levels of society including community development, community and grassroots organizing, and local and global activism. In this course, students are oriented to think not only in terms of individual needs, but also of group and community needs while applying a biblical worldview to vulnerable populations.

Prerequisite: (HSV400).

HSV 402 - Organizations & Case Management (3)

This course covers principles, practices, and issues in case management within human service organizations. Students will gain a deeper understanding of interpersonal relationships in organizations framed from a biblical worldview and ethical contexts related to perception, impression management, managing diversity, self-disclosure, coaching, conflict management, influence, power, and politics. Furthermore, this course will examine the characteristics and comprehensive functions of effective human service organizations that are client-based and mission-driven. How organizations can function more effectively will be explored.

Prerequisite: (HSV401).

HSV 405 - Agency Field Practicum III (2)

Lancaster campus version.

HSV 406 - Agency Field Practicum IV (2)

Lancaster campus version.

HSV 410 - Senior Field Internship (3)

This course synthesizes learned interviewing skills and critical thinking about the interview. This course provides a “capstone” experience in the transformational process for senior human service majors, by applying and further developing the practical and ministerial application of knowledge and skills learned through an internship in a human service organization. Students are given the opportunity to integrate, skill sets, and professional leadership behaviors that are concurrently being taught in the classroom.

Prerequisite: (HSV310 AND HSV311 AND HSV210).

HSV 412 - Church and Community Development I (3)

This course examines the organizational structure of communities and intentional and transformational techniques within ministries and agencies directed to community development in a distinctively Christian context. Effective community development practices will be studied within an urban context, with special attention given to the local church's role in that ministry.

HSV 480 - Senior Capstone Experience (6)

This capstone course is a method of summative evaluation in which the student is given an opportunity to demonstrate integrated knowledge and growth in the major. This course will assess a student's cognitive, affective, and psychomotor learning in the major, and also the overall collegiate Biblical learning experience prior to graduation. Students are required to place specific documents from their previous work in the major into a portfolio that illustrates their achievement of the major's learning goals. The faculty member in this capstone will help students revise, reflect, self-assess, and demonstrate their professional / transformational learning within their Biblical worldview.

HUM - Humanities

HUM 101 - Human Thought and the Humanities (3)

The humanities have been the foundation of learning in the West for more than three millennia as people have sought to better understand themselves and their world. Whereas sciences and math examine the facts of human experience, the humanities allow thinkers to explore the meaning of those experiences through the tools of literature, art, history, and philosophy. This class will introduce students to the humanities both as the foundation for education and as a human pursuit of meaning. This class will also evaluate the nature and methods of the humanities in light of a biblical worldview.

HUM 102 - Human Thought in Math and Science (3)

For His own glory, God created the natural universe and placed His image bearers over it as rulers and stewards. Human beings explore, navigate, examine and analyze the natural world in imitation of their Creator even if they do not acknowledge Him. This course will explore the academic disciplines which people have developed to understand and engage with the natural universe: mathematics, science, and the social sciences. It will also study the method employed by each discipline so that students can better understand how it helps us make sense of the universe we live in as the arena of God's government. (3 credits)

HUM 110 - Contemporary Worldviews (3)

An exploration of the assumptions of contemporary approaches to issues in society. Includes the study of New Age, Marxism, Naturalism, and Theism. (This course is offered only in conjunction with Summit Ministries, Manitou Springs, Colorado) The class is team-taught by professors with expertise in the following areas: theology, philosophy, ethics, science, psychology, sociology, political science, history, economics, and law.

HUM 204 - Cultural Diversity (3)

This course is designed to expand knowledge, awareness, and skills that will enable the social work student to interact successfully and respectfully with people of different backgrounds, viewpoints, and values. Students will be exposed to the need for a culturally sensitive perspective to social service delivery and explore intervention differences based on culture, race, ethnicity and socioeconomic status. They will analyze perspectives on culture, race and ethnicity as they apply to a diverse group of clients in the United States. The course will focus on people from oppressed or disadvantaged minority groups and recognize the role and influence of the majority culture on these groups. Attention will be given to recognizing the particular strengths and vulnerabilities of populations viewed as minorities. This class is designed to challenge the social work student to identify personal beliefs and biases which would prove detrimental in their work with people from groups different than their own. (3 credits)

HUM 206 - Fundamentals of Art (3)

An introduction to art production and processes centering on the knowledge and application of the elements and principles of art. Creative exercises using a variety of art media are explored in order to develop the ability to produce two-dimensional and three-dimensional artwork. God, as the Creator, is recognized and upheld as the Master Artist. (3 credits)

HUM 212 - Media: Conveyor of Cultural Ideas (3)

An examination of media as tools to convey cultural ideas (including religious ideas, philosophical ideas, world views, persuasive messages, and culture itself). This course develops a Christian lens for consumers and producers of media to evaluate mass media on behalf of church and society. The student will investigate how the mass media both reflect and shape cultural ideas. Students will apply critical skills to learn how to analyze all forms of media communication. (This course is cross-listed as COM 212.) 3 credits.

HUM 215 - Introduction to Photography (3)

This course is an introduction to the history, processes, and production of photography. Students will engage in a variety of exercises utilizing the full range of the modern digital camera. Class critiques will focus students and allow for individual growth within the discipline. In class activities will allow students to sharpen their skills under direct supervision. (3 credits)

HUM 235 - Introduction to Graphic Design (3)

In this introductory course students will learn basic principles of design, layout, composition, traditional typography standards, color theory and continuity, iconography and symbolism, and two-dimensional space relations and visual aesthetics. Students will utilize these principles to design working layouts in the digital environment that are both aesthetically pleasing and help achieve communication goals. Students will also explore and develop strategies for visual problem solving while examining the methods used by professional designers. Students will also explore how they may implement this newly gained knowledge into their future work, and how graphic design may be used to proclaim a biblical worldview. (3 credits)

HUM 240 - Music History I (3)

This course examines music from the biblical and ancient periods, through the Middle Ages, Renaissance and Baroque eras, concentrating on the major composers of each era, their musical contributions, vocal and instrumental developments and the progression of musical style and form within the historical, sociological, technological, and theological advancements and influences of these eras. 3 credits.

HUM 245 - Intro to World Music (3)

This course is an exploration of several global cultural soundscapes from an ethnomusicological perspective, emphasizing the role of music in culture, specifically how music both reflects and affects cultural identities. The goal is to understand each tradition in terms of its ways of organizing musical sound and its place both within its own culture and in the larger story of world music. Students should develop not just knowledge about music, but knowledge of music, together with an appreciation for the different but equally valid ways in which various cultures meet the God-given human need for music. This course also views culture's use of music as a means of theological reflection and as a missiological tool. (3 credits)

HUM 304 - Studio Art (3)

This course will explore a variety of art techniques along with artworks of cultural and historical significance. Additionally, this course will focus on the development of artistic knowledge and skills to assist students in expanding their level of competence in a chosen medium. Emphasis is on the skillful production of artwork, application of good design principles and the ability to incorporate faith values into artistic expression. (3 credits)

HUM 312 - Cinema and Christianity: Faith in Hollywood Films (3)

Cinema and Christianity is a course devoted to exploring how the fields of Christian theology (Faith) and film studies influence each other, with special attention given to the ways in which film functions as religious discourse. Students will investigate how film functions as a means of communicating theological doctrines or Christian themes through its narrative patterns. Students will also analyze how religious and secular films have been and are constructed as cultural texts that advise not only what one should believe but how one should live. (3 credits)

HUM 330 - Survey of American Popular Music: 1900s to Present (3)

This course is intended to help the student deepen her/his biblical worldview and think creatively and critically about popular music. This course will study the most significant styles of American popular music in chronological order, beginning with the roots and continuing through the present day. We will explore several recurring themes throughout the course: the interaction of European American, African American, and Latin American traditions; the influence of mass media and technology (printing, recording, radio, video, Internet); and the role of popular music as a symbol of identity (race, class, gender, generation). (3 credits)

HUM 335 - Technology in Ministry (3)

This course is designed to introduce students to the various uses of technology in church ministry. Students will evaluate the ways in which churches use technology and media in the church and will develop strategic plans for the application of technology in church ministry. Students will also assess the various spiritual and developmental factors characteristic of living in a digital world. Students will develop the tools and language necessary to guide the integration of technology in the church and facilitate the conversation between ministry staff and technicians. Moreover, principles of graphic design and composition with respect to creating and critiquing visual presentations, church publications, video, and web applications will also be taught and applied, culminating in the development and evaluation of several ministry projects. 3 credits.

HUM 340 - Music History II (3)

This course examines music from Classicism to Romanticism, concentrating on the major composers of each era, their musical contributions, vocal and instrumental developments, and the progression of musical style and form within the historical, sociological, technological, and theological advancements and influences of these eras. 3 credits.

HUM 412 - Cinema and Culture: Influencing and Reflecting American Society (3)

This course is a study and critique of important Hollywood films as artifacts of American social and cultural history. From a Christian perspective, attention is given to how these Hollywood films both reflect and influence culture. (3 credits).

Prerequisite: Final grade of C- or higher in LAN 101 College Composition and Research and HUM/COM 312 Cinema and Christianity: Faith in Hollywood Films. .

HUM 422 - Christian Perspectives (3)

This course examines traditions and cultures according to a biblical worldview in order to better understand how the different aspects of human history, art, science, philosophy, and society have shaped and been shaped by Christian belief. 3 credits.

HUM 430 - Cultivating Christian Thought in the Humanities Capstone (3)

This course represents the summative academic experience for majors in the Christian Thought in the Humanities program. The course will present readings and discussions that equip students to engage with and integrate research and concepts from their studies into the form of final capstone projects relevant to their respective specializations. (3 credits)

HUM 440 - Music History III (3)

This course examines music history from Impressionism to Modern and 21st century music concentrating on the major composers of each era, their musical contributions, vocal and instrumental developments, and the progression of musical style and form within the historical, sociological, technological, and theological advancements and influences of these eras. A section on World Music and its influence on Western Music is included. 3 credit.

HUM 450 - Humanities Practicum I (1)

This course immerses students in a pre-professional experience that allows them to practice and further develop the skills taught in the specializations within the Christian Thought in the Humanities major. Students will be placed in their field of interest to prepare them for a career in the humanities. The course will enable students to apply the academic content of their humanities studies to a practical environment, developing an understanding of a specific humanities field and beginning the professional networking needed to become successful in the workplace. Under the supervision of both a qualified professional (onsite supervisor) and the practicum professor, students will apply to, complete, track, and reflect on 40 hours per credit of humanities field-specific work.

Prerequisite: LAN 230.

HUM 451 - Humanities Practicum II (1)

This course immerses students in a pre-professional experience that allows them to practice and further develop the skills taught in the specializations within the Christian Thought in the Humanities major. Students will be placed in their field of interest to prepare them for a career in the humanities. The course will enable students to apply the academic content of their humanities studies to a practical environment, developing an understanding of a specific humanities field and beginning the professional networking needed to become successful in the workplace. Under the supervision of both a qualified professional (onsite supervisor) and the practicum professor, students will complete, track, and reflect on 40 hours per credit of humanities field-specific work in preparation for subsequent graduate or professional experiences.

Prerequisite: LAN 230.

HUM 480 - Selected Topics in Humanities (3)

Selected Topics provides opportunities to (intermittently) offer relevant and timely courses not offered in the standard curriculum but of immediate interest and concern to students or faculty. 3 credits.

ICS - Intercultural Studies

ICS 103 - Relationships in Ministry (3)

This course serves as an introduction to cross-cultural ministry through the lens of relationships. Attention is given to relationships with God, self, family, sending church, sending agency, ministry team, national workers, and national church. This course will prepare students intending to serve cross-culturally to be self-aware and sensitive to others. 3 credits.

ICS 104 - Drawing Near to God (3)

This course introduces the spiritual disciplines within the context of God's character. Emphasis will be placed on examining the biblical and historical principles and practices contributing to the process of sanctification. Avenues for personal application will be pursued as each student develops a Rule of Life to guide the student in seeking to be transformed into the image of Christ. 3 credits.

ICS 120 - Discipleship/Evangelism (3)

This course is an in-depth study of the essential, biblical principles of evangelism and disciple-making. This highly practical course is designed to enable students to become more effective in sharing the Gospel message and discipling young believers to wholeheartedly follow Jesus Christ. 3 credits.

ICS 210 - Perspectives on the World Christian Movement (3)

This course, developed by the U.S. Center for World Mission, presents a biblical, historical, and cultural analysis of the impact of the world Christian movement, with specific attention given to strategy and the imperative of bringing the gospel to groups that have yet to initially receive it. 3 credits.

ICS 220 - Discipleship/Evangelism (3)

This course is an in-depth study of the essential, biblical principles of evangelism and disciple-making. This highly practical course is designed to enable students to become more effective in sharing the Gospel message and discipling young believers to wholeheartedly follow Jesus Christ. 3 credits.

ICS 222 - Case Studies in Missions History (3)

This course surveys the history of the expansion of the Church, noting the variations in responses to the Gospel, the influence of personalities, message, methods, politics, and cultural factors. Periods of history and areas of the world are represented by various case studies. Current trends in missions will also be explored. 3 credits.

ICS 240 - Wayumi (3)

This off-campus course is sponsored by New Tribes Mission and is held at their Jersey Shore, PA, training facility. It provides an adventure into the very heart of missions by exploring a tribal village and interacting with "tribal people." Students learn from experienced missionaries what is involved in tribal church planting. 3 credits.

ICS 301 - Second Language Acquisition (3)

This course equips students intending to study or teach a language. It focuses on the practical application of research-based language learning principles in formal and informal language learning contexts. Students participate in and reflect on the language learning process by engaging in hands on language learning experiences and relating them to cross-cultural ministry. 3 credits.

ICS 304 - Drawing Near to God (3)

This course introduces the spiritual disciplines within the context of God's character. Emphasis will be placed on examining the biblical and historical principles and practices contributing to the process of sanctification. Avenues for personal application will be pursued as each student develops a Rule of Life to guide the student in seeking to be transformed into the image of Christ.

ICS 322 - Principles of Church Planting (3)

This course examines the theoretical principles and practical resources useful in producing a workable strategy for church planting in any culture. Theological, historical, missiological, cultural and strategic factors will be considered. Emphasis is placed on initiating indigenous church planting movements. Prerequisites: ICS 330 and ICS 331. 3 credits.

ICS 330 - Cultural Anthropology (3)

This course introduces the concepts of cultural anthropology in order to appreciate the richness and variety of human life in the past and contemporary worlds. Attention is given to the interface between a biblical worldview and the propositions of cultural anthropology. This course will benefit those serving in various sub-cultures. (This course is cross-listed as SOC 330.) 3 credits.

ICS 331 - Cross-Cultural Communication (3)

This course focuses on verbal and nonverbal communication within and between cultures. Attention is given to the challenges of cross-cultural communication and the solutions necessary to ensure that one's intended meaning is received by those of another culture. 3 credits.

ICS 335 - Practical Ministry Skills (3)

This course prepares students to function effectively in a variety of cross-cultural settings. This practical "hands on" course uses various tradesmen to teach the basics in such areas as carpentry, plumbing, electrical maintenance, auto mechanics, personal medical care, finances, hospitality, and use of technology in communicating with supporters. 3 credits.

ICS 340 - World Religions (3)

This course provides an overview of the major religions of the world, focusing on their historical and theological foundations. Emphasis will be placed on beliefs, practices and worldviews combined with developing Christian responses as appropriate.

ICS 350 - Intercultural Studies Internship (3)

This course is an in-service program designed for the purpose of providing direct experience under the mentorship of a qualified professional. The internship is built on the educational principles of instruction, application, and evaluation, by placing students in a supervised period of learning in the context of actual ministry. This experience will enable students to grow in their ability to analyze and evaluate objectively the effectiveness of their efforts and to profit from the evaluations of experienced professionals concerning their skills, attitudes, and understanding. 3 credits.

ICS 410 - Reading in Missions (3)

This course gives the student an opportunity to read a select number of books from the volumes of chosen missions literature. Books will be chosen from a variety of categories. This is a reading/discussion course. 3 credits.

ICS 421 - Biblical Theology of Missions (3)

This course biblically and historically traces the development of God's mission (*missio Dei*) to bless all nations. Attention is given to the importance of responding to this truth by both the individual and the church. Emphasis will also be given to contemporary theological issues relative to the task of Christian missions. (This course is cross-listed as THE 421.) Prerequisite: THE 324. 3 credits.

Prerequisite: (THE323 AND THE323N AND THE324).

ICS 424 - Urban Church Ministry (3)

This course focuses on Christian ministry in the world's growing cities. A biblical basis for urban ministry is presented, and case studies of effective urban strategies worldwide are examined. Emphasis will be placed on the role of compassionate holistic ministry as a means to showing the love of Jesus Christ and growing indigenous urban churches. 3 credits.

Prerequisite: (ICS330 AND ICS331).

ICS 425 - Area Studies (3)

This course allows students to focus on a particular geographical area of the world and its people groups for the purpose of developing a people group profile and strategy for ministry. 3 credits.

ICS 450 - Intercultural Studies Practicum (3)

This senior year course is an extension of CML 350D Intercultural Studies Internship. The practicum is an in-service program for the purpose of providing a direct cross-cultural missions experience for the student. The student will serve under the supervision of a qualified professional. Development of a personal philosophy of ministry, doctrinal statement, core values, and ministry experience portfolio will serve as a capstone to pursue future ministry options.

ICS 480 - Selected Topics in Intercultural Studies (3)

Selected topics provides opportunities to (intermittently) offer relevant and timely courses not offered in the standard curriculum but of immediate interest and concern to students or faculty. 3 credits.

ICS 490 - Independent Study (3)

An independent study in a specialized area in the Intercultural Studies Department may be arranged through a faculty member teaching in the subject area. The student must be a junior or senior and have a minimum GPA of 3.00 to be eligible. Request forms are available in the Registrar's Office. 3 credits.

IRE - Non Departmental

IRE 100 - Intensive Reading (3)

IRW - Non-Departmental

IRW 101 - Intensive Reading and Writing I (4)

IWR - Non Departmental

IWR 100 - Intensive Writing (3)

LAN - Language Arts

LAN 060 - Introduction to College Reading and Writing (3)

This course is designed to help students develop effective reading and writing strategies necessary for college studies. Instructional activities emphasize the connection between reading and writing to develop the skills and confidence that enhance success in subsequent college courses. The core reading skills covered include increasing vocabulary knowledge, identifying main ideas, implied meanings, and supporting details, and developing lifelong reading habits. Writing activities will strengthen students' foundational composition skills, including grammar, spelling, punctuation, and sentence construction. Emphasis will be placed on the writing of competent paragraphs and short-answer essays. A grade of C- or better is necessary for moving on to LAN 100. A grade of D+ or lower will require that students retake the course.

LAN 100 - Foundation for Effective College Writing (3)

This course serves as an introduction to college writing and basic research strategies. This course prepares students to succeed in LAN 101, which fulfills the freshman composition core requirement and prepares students for other classes requiring academic writing. In this foundational course, students will refine their writing processes by being introduced to the habits of effective academic writers, which include understanding writing as a process and as a conversation. They will also be introduced to the basic strategies for college research.

A grade of C- or better is necessary for moving on to LAN 101. A grade of D+ or lower will require that students retake the course.

LAN 101 - Academic Writing, Research, and Rhetoric (3)

Through active engagement in the reading, writing, and research processes, students will explore how to think and write rhetorically among various cultural discourses and worldviews. Students are introduced to classical and current conversations across academic and cultural spheres, with a specific focus on the habits and conventions of academic writing that will enable them to be successful writers in courses throughout their collegiate tenure. A grade of C- or higher is necessary to fulfill the core composition requirement toward graduation. A grade of D+ or lower will require that students retake the course.

LAN 104 - Public Speaking (3)

This course is designed to enable students to speak effectively on selected subjects using various methods. Classroom practice is given in oral and interpretive readings. Study is given to the correct preparation and delivery of different kinds of speeches as well as the use of correct speech habits and behavior. Required course. 3 credits.

LAN 115 - German I (3)

Students will acquire fundamental skills in listening comprehension, speaking, reading, and writing. Course content includes basic vocabulary, grammatical structures, and exposure to Germanic culture. Within the course of study, students will trace Martin Luther's creation of the new High German written language as it emerged through his translation of the Bible. (3 credits)

LAN 202 - Creative Writing (3)

This course is an introduction to the craft of creative writing. This class is designed to help students develop writing habits and skills that professional writers use. Students generate writing in the genres of fiction, poetry, and drama. In the context of a variety of genres, students will examine literary conventions, as well as the writing techniques and tools essential to effective writing and editing. 3 credits.

Prerequisite: Final grade of C- or higher in LAN 101 College Composition and Research.

LAN 204 - Advanced Public Speaking (3)

This course extends beyond basic oral communication concepts to examine strategies for public address toward sharpening students' composition and oral delivery skills. Students explore the presentation skills of significant orators and texts and learn to broaden their uses of rhetorical devices when constructing speeches for various public and professional contexts.

LAN 205 - Inquiry-Based College Research and Writing (3)

This course is designed as a bridge between LAN 101 and the various writing-intensive courses offered across disciplines in the college. Picking up where LAN 101 ends, this course focuses specifically on understanding how to read texts with an academic curiosity that leads to substantive research questions. In particular, students approach texts with the intention of critically analyzing the rhetorical situation of multiple types of research writing, to help them begin to intentionally craft their own. Students interact with a wide range of writers, sources, and ideas to practice effective methods of academic inquiry that enable them to participate in ongoing academic conversations. (3 credits)

Prerequisite: Final grade of C- or higher in LAN 101 College Composition and Research.

LAN 211 - Greek Grammar I (3)

Greek Grammar I is a course of study in the fundamental morphology and syntax of Koine Greek, the language of the New Testament. This course emphasizes vocabulary, the form and function of basic Greek nouns, and the form and function of basic Greek verbs. 3 credits.

LAN 212 - Greek Grammar II (3)

Greek Grammar II is a sophomore level language elective study of Koine Greek. Building upon LAN 211 Greek Grammar I, the grammar and syntax of the Koine Greek verb system is learned; basic grammar and syntax of nouns and adjectives is reviewed; a foundational vocabulary list is memorized. 3 Credits.

LAN 216 - Elementary Hebrew I (3)

This course includes an introduction to the basic elements of biblical Hebrew including grammar, vocabulary, and syntax from the Hebrew Bible. Examination of tools for the study of biblical Hebrew will be included in the course. 3 credits.

LAN 217 - Elementary Hebrew II (3)

This course advances on the basic elements of biblical Hebrew grammar with a concentration on irregular verbs and the derived stems. Vocabulary building and selected reading from the Hebrew Bible are also included. 3 credits

LAN 221 - Beginning Spanish I (3)

Pronunciation, vocabulary, and basic sentence structure will be introduced and practiced through a communicative process integrating grammar and vocabulary while treating reading and writing at an introductory level. Students will also develop critical thinking skills as they articulate various features of culture within a Spanish-speaking environment. Students will be introduced to the beauty and culture of the different countries whose native language is Spanish with emphasis on the connection between language learning and an appreciation for cultural diversity.

LAN 222 - Beginning Spanish II (3)

The student will continue to acquire vocabulary and to practice oral expression through conversation opportunities, listening, reading, and written exercises. Grammar study will include pronoun usage, common idioms, and an emphasis on the mastery of five tenses of regular and irregular verbs. A Bible memory project will span the semester. Cultural emphasis will be on Spanish-speaking countries of Central America/Caribbean.

LAN 230 - Survey of Classical Rhetoric to Modern Contexts (3)

This course overviews rhetorical history, theories, and structures. Students will evaluate various rhetorical artifacts in diverse textual forms to observe how language impacts past and present discourses. 3 credits.

Prerequisite: Final grade of C- or higher in LAN 101 .

LAN 235 - Writing in Service to Others (3)

This course connects academic studies and field preparation as students examine the spiritual and rhetorical dynamics of writing in service to others. They will participate in service-oriented and reflective-writing activities to hone an understanding of writers' roles and purposes in communicating with and on behalf of others.

LAN 265 - Professional Writing for the Helping Professions (3)

Building upon the introduction to academic writing in LAN 101, this writing-intensive course prepares undergraduate students in the helping professions to complete professional writing tasks successfully. Professional helpers interact with diverse populations in their professions, demanding the skill of accurate documentation to describe behavior and other social relationships. They also engage in research-informed practice, requiring precise writing and documentation. Topics include addressing the expectations and standards for scholarly writing, conducting searches of professional literature, using effective paraphrasing and summarizing skills, writing logically and coherently, and citing references correctly by adhering to the theoretical frameworks provided through the American Psychological Association (APA) format and case documentation. The course supports students' efforts on writing tasks assigned in future helping profession program courses. (3 credits)

Prerequisite: Final grade of C- or higher in LAN 101 College Composition and Research.

LAN 311 - Writing for News Media (3)

This course introduces students to the writing skills needed for today's converging news media environment. These skills will include: identifying, researching, observing, interviewing, evaluating, writing and editing news coverage. Students will write for various news outlets using industry-specific formats and style guides. Industry standards will be evaluated from a biblical worldview and adopted for practice. (3 credits)

Prerequisite: Final grade of C- or higher in LAN 101 College Composition and Research; COM students should have taken COM 110 Principles and Practices or permission of instructor.

LAN 316 - Scriptwriting for the Stage and Screen (3)

An introduction to the conventions of stage, film, and television writing process and formats. Students will learn creative storytelling through visual cues, dialogue, and character development. The course covers the fundamentals of stage and screen storytelling, acquaints students with the nuances of particular formats, and explores excellence in each through analysis of texts and practical application.

Prerequisite: Final grade of C- or higher in LAN 101 College Composition and Research .

LAN 317 - Grant Writing Essentials (3)

This writing-intensive course introduces students to the grant writing process and cycle and will include the following topics: grant-related research, cover letters, application forms, supportive documentation, LOIs, full proposals, budgeting, grant management and reporting. Students will learn to identify appropriate funding opportunities, create and edit original proposal materials, and network with non-profit organizations and potential funders, including secular and faith-based sources, to prepare required documentation for grant proposals. (3 credits)

Prerequisite: Final grade of C- or higher in LAN 101 College Composition and Research.

LAN 335 - Freelance Writing (3)

This writing intensive course prepares students to consider, analyze, and plan the necessary tools and techniques to provide freelance and consulting communication services for businesses and nonprofit organizations. Students will learn how to view these services and structures within the framework of the communication field, business considerations, entrepreneurial initiatives and their faith. This course will also explore how to adapt one's writing and professional services with rhetorical, audience-centric awareness. (3 credits)

Prerequisite: LAN 101 with final standing C- or higher; COM students in this course should have taken COM 110 .

LAN 340 - Business Writing (3)

Building on the rhetorical skills learned in LAN 101, this course helps students learn to write effectively for professional and business environments. Students will write letters, emails, reports, proposals, and other common forms of business communication to foster problem-solving communication in the workplace. The course helps students shape their businesswriting ethically, for multiple audiences, and in a variety of professional situations. 3 credits.

Prerequisite: Final grade of C- or higher in LAN101 College Composition and Research.

LAN 342 - Writing on Social Issues (3)

This writing-intensive course is designed to give students a framework to communicate about social issues and injustice. Students will research a variety of worldviews—contrasting them with a biblical understanding of justice—and explore how authors' worldviews and use of both traditional and social media communication can inform, impact, and persuade their audiences to be active or passive participants in issues of poverty and justice. (3 credits)

Prerequisite: LAN 101 with final standing C- or higher; COM students in this course should have taken COM 110.

LAN 350 - Writing for Publication (3)

This course provides an opportunity for students to become disciplined writers of quality publishable materials. Students will learn to critique and edit their own work in light of the requirements of specific publishers. Students will analyze Christian and secular literary market needs and propose/prepare manuscripts to meet those needs. They will also explore the method of marketing work to publishers independently or through an agent. (3 credits)

Prerequisite: Final grade of C- or higher in LAN 101 College Composition and Research; COM students should have taken COM 110 Principles and Practices or permission of instructor.

LBC - Non Departmental

LBC 100 - Foundations Seminar (1)

The purpose of LBC100 is to help new and transfer undergraduate students build a foundation to thrive as an LBC student. This course aims to foster a sense of belonging and engaged learning, promote engagement in co-curricular opportunities, articulate to students the expectations of the College, help students develop and apply critical thinking skills, and become familiar with resources that foster academic success and personal well-being.

LIT - Literature

LIT 101 - Poetry, Fiction & Drama (3)

This course instructs students in reading poetry, short fiction, and drama, emphasizing the critical analysis of each of these genres and the application of literary terminology.

LIT 202 - World Literature (3)

This course surveys the works of major international writers from the early Greeks through the twentieth century. Works are analyzed according to their cultural, aesthetic, and historical significance. (3 credits)

LIT 205 - Contemporary American Literature (3)

This course will serve as an examination of literature across genres and modes written by American authors and poets who are either still living or recently deceased and whose works are likely to retain enduring literary and cultural value. (3 credits)

LIT 222 - Nonfiction: Essays & Memoirs (3)

This course surveys essays and memoirs by major authors in these genres, from Montaigne to the present. Various styles and techniques are explored, in addition to rhetorical purposes and historical contexts. (3 credits)

LIT 229 - The Short Story & Novella (3)

This course surveys short stories and novellas by major writers in these genres from the nineteenth century to the present. Various styles and techniques are explored, in addition to historical and cultural contexts. (3 credits)

LIT 230 - Dramatic Literature (3)

This course surveys the works of major playwrights from the early Greeks to the present, with emphasis placed on the development of various theatrical styles. (3 credits)

LIT 240 - Literature for Children and Young Adults (3)

This course will survey key writers and works in the history and development of literature for children and young adults. Students will examine the aesthetic features of different genres and identify thematic characteristics relevant to each age group. 3 credits.

LIT 280 - Selected Topics in Literature (3)

LIT 305 - Science Fiction (3)

This course will serve as an examination of science fiction literature, from its origins and nineteenth century development, through scientific romances and magazine pulp fiction to mid-twentieth-century expansions and New Wave science fiction, culminating in contemporary and global manifestations of the genre. (3 credits)

LIT 307 - African American Women Writers (3)

This course is designed to survey the various styles of expression by African American women poets, novelists, and autobiographers from the eighteenth and nineteenth centuries through Harlem Renaissance and the Civil Rights movement to contemporary literature and art forms. Discussion will include the ways in which these writers use their works of poetry, prose, essays, short stories, music, and spoken word to address social, cultural, and political issues. Students will apply biblical principles to the issues raised. (3 credits)

Prerequisite: Final grade of C- or higher in LAN 101 College Composition and Research.

LIT 321 - C.S. Lewis (3)

This course encompasses selected writings, both fiction and nonfiction, of C.S. Lewis. Areas include autobiography, essays, Christian apologetics, fantasy, and science fiction. 3 credits.

Prerequisite: Final grade of C- or higher in LAN101 College Composition & Research.

LIT 325 - American Literature before 1865 (3)

The literary works of the colonial and revolutionary periods are surveyed with intensive studies of the major writers from 1820 to the Civil War. 3 credits.

Prerequisite: Final grade of C- or higher in LAN101 College Composition & Research.

LIT 326 - American Literature 1865 to Present (3)

This course will cover some well-known writings of the post-Civil War period and will include the Realistic Movement and development of Modernism in poetry, drama, and fiction. 3 credits

Prerequisite: Final grade of C- or higher in LAN101 College Composition & Research.

LIT 327 - Major British Writers (3)

This course offers a selection of the most characteristic writings of major British authors, ranging from Britain's early history to contemporary times. An introduction to each literary period establishes the historical context and clarifies the relations of individual writers to the intellectual and literary movements of the age.

LIT 328 - Shakespeare (3)

This course focuses on major plays and selected sonnets, with attention given both to historical and cultural contexts and the dramatic conventions of the Elizabethan and Jacobean theater. (3 credits)

Prerequisite: (LA101 OR LAN101N).

LIT 330 - Women Writers (3)

This course will survey literary works in a variety of genres written by women from the United States and British Commonwealth. Students will examine the various images, themes, and techniques employed by women writers, in addition to the cultural, historical, and aesthetic contexts relevant to such literary production. 3 credits.

LIT 340 - Literature and the Christian Imagination (3)

This course provides a substantive preparation for students regarding the philosophical, theological, and theoretical foundations for a biblical approach to the analysis of literary texts. Topics will include discussion of the Bible as literature; philosophical foundations for literature as a vessel for the pursuit of the Good, the True, and the Beautiful; theological bases for a Christian literary aesthetic; and examination and assessment of contemporary literary theoretical approaches. 3 credits.

LIT 480 - Selected Topics in Literature (3)

Selected Topics provides opportunities to (intermittently) offer relevant and timely courses not offered in the standard curriculum but of immediate interest and concern to students or faculty. 3 credits.

Prerequisite: (LAN101N).

LIT 490 - Independent Study (1)

An independent study in a specialized area of literature may be arranged through a faculty member teaching in the subject area. The student must be a junior or senior and have a minimum GPA of 3.00 to be eligible. Request forms are available in the Solution Center. 3 credits.

MAP - Music, Worship and Performing Arts

MAP 100 - MPWA Forum (0)

This weekly forum, required of all W&PA majors, open to all students and faculty, provides an opportunity for non-formal student performances, departmental dialogue, guest lectures, and master classes. 0 credits.

MAP 201 - Applied Music - Voice (1)

Basic and advanced vocal procedures with exercises for agility and control. Repertoire may include a variety of traditional or contemporary literature by composers from various historical periods based on the academic and career priorities of the student. 1 credit.

MAP 211 - Applied Music - Piano (1)

Individual instruction in technique, repertoire and stylistic interpretation, with encouragement toward the mastery of musical skills for the use of the piano in ministry and/or career objectives makes up this course. Professors are assigned to match the student's academic, musical and career priorities. 1 credit.

MAP 212 - Applied Music - Keyboard (1)

Applied Music encompasses the individual student's practice time, private lessons, and related performances. Applied music students will gain mastery of their instrument and ability to interpret repertoire based upon historical context and stylistic interpretation. 1 credit.

MAP 213 - Applied Music - Organ (1)

Applied Music encompasses the individual student's practice time, private lessons, and related performances. Applied music students will gain mastery of their instrument and ability to interpret repertoire based upon historical context and stylistic interpretation. 1 credit.

MAP 214 - Applied Music - Jazz Piano (1)

Applied Music encompasses the individual student's practice time, private lessons, and related performances. Applied music students will gain mastery of their instrument and ability to interpret repertoire based upon historical context and stylistic interpretation. 1 credit.

MAP 221 - Applied Music - Flute (1)

Applied Music encompasses the individual student's practice time, private lessons, and related performances. Applied music students will gain mastery of their instrument and ability to interpret repertoire based upon historical context and stylistic interpretation. 1 credit.

MAP 222 - Applied Music - Oboe (1)

Applied Music encompasses the individual student's practice time, private lessons, and related performances. Applied music students will gain mastery of their instrument and ability to interpret repertoire based upon historical context and stylistic interpretation. 1 credit.

MAP 223 - Applied Music - Clarinet (1)

Applied Music encompasses the individual student's practice time, private lessons, and related performances. Applied music students will gain mastery of their instrument and ability to interpret repertoire based upon historical context and stylistic interpretation. 1 credit.

MAP 224 - Applied Music - Bassoon (1)

Applied Music encompasses the individual student's practice time, private lessons, and related performances. Applied music students will gain mastery of their instrument and ability to interpret repertoire based upon historical context and stylistic interpretation. 1 credit.

MAP 225 - Applied Music - Saxophone (1)

Applied Music encompasses the individual student's practice time, private lessons, and related performances. Applied music students will gain mastery of their instrument and ability to interpret repertoire based upon historical context and stylistic interpretation. 1 credit.

MAP 231 - Applied Music - French Horn (1)

Applied Music encompasses the individual student's practice time, private lessons, and related performances. Applied music students will gain mastery of their instrument and ability to interpret repertoire based upon historical context and stylistic interpretation. 1 credits.

MAP 232 - Applied Music - Trumpet (1)

Applied Music encompasses the individual student's practice time, private lessons, and related performances. Applied music students will gain mastery of their instrument and ability to interpret repertoire based upon historical context and stylistic interpretation. 1 credit.

MAP 233 - Applied Music - Trombone (1)

Applied Music encompasses the individual student's practice time, private lessons, and related performances. Applied music students will gain mastery of their instrument and ability to interpret repertoire based upon historical context and stylistic interpretation. 1 credit.

MAP 234 - Applied Music - Tuba (1)

Applied Music encompasses the individual student's practice time, private lessons, and related performances. Applied music students will gain mastery of their instrument and ability to interpret repertoire based upon historical context and stylistic interpretation. 1 credit.

MAP 235 - Applied Music - Euphonium (1)

Applied Music encompasses the individual student's practice time, private lessons, and related performances. Applied music students will gain mastery of their instrument and ability to interpret repertoire based upon historical context and stylistic interpretation. 1 credit.

MAP 236 - Applied Music - Baritone (1)

Applied Music encompasses the individual student's practice time, private lessons, and related performances. Applied music students will gain mastery of their instrument and ability to interpret repertoire based upon historical context and stylistic interpretation. 1 credit.

MAP 241 - Applied Music - Drum Kit (1)

Applied Music encompasses the individual student's practice time, private lessons, and related performances. Applied music students will gain mastery of their instrument and ability to interpret repertoire based upon historical context and stylistic interpretation. 1 credit.

MAP 242 - Applied Music - Percussion (1)

Applied Music encompasses the individual student's practice time, private lessons, and related performances. Applied music students will gain mastery of their instrument and ability to interpret repertoire based upon historical context and stylistic interpretation. 1 credit.

MAP 243 - Applied Music - Electric Guitar (1)

Applied Music encompasses the individual student's practice time, private lessons, and related performances. Applied music students will gain mastery of their instrument and ability to interpret repertoire based upon historical context and stylistic interpretation. 1 credit.

MAP 244 - Applied Music - Electric Bass Guitar (1)

Applied Music encompasses the individual student's practice time, private lessons, and related performances. Applied music students will gain mastery of their instrument and ability to interpret repertoire based upon historical context and stylistic interpretation. 1 credit.

MAP 251 - Applied Music - Guitar (1)

Applied Music encompasses the individual student's practice time, private lessons, and related performances. Applied music students will gain mastery of their instrument and ability to interpret repertoire based upon historical context and stylistic interpretation. 1 credit.

MAP 252 - Applied Music - Violin (1)

Applied Music encompasses the individual student's practice time, private lessons, and related performances. Applied music students will gain mastery of their instrument and ability to interpret repertoire based upon historical context and stylistic interpretation. 1 credit.

MAP 253 - Applied Music - Viola (1)

MAP 254 - Applied Music - Cello (1)

Applied Music encompasses the individual student's practice time, private lessons, and related performances. Applied music students will gain mastery of their instrument and ability to interpret repertoire based upon historical context and stylistic interpretation. 1 credit.

MAP 255 - Applied Music - Double Bass (1)

Applied Music encompasses the individual student's practice time, private lessons, and related performances. Applied music students will gain mastery of their instrument and ability to interpret repertoire based upon historical context and stylistic interpretation. 1 credit.

MAP 256 - Applied Music - Conducting (1)

Applied Music encompasses the individual student's practice time, private lessons, and related performances. Applied music students will gain mastery of their instrument and ability to interpret repertoire based upon historical context and stylistic interpretation. 1 credit.

MAP 257 - Applied Music - Harp (1)

Applied Music encompasses the individual student's practice time, private lessons, and related performances. Applied harp students will gain mastery of their instrument and ability to interpret repertoire based upon historical context and stylistic interpretation.

MAP 302 - Applied Music - Composition (1)

Advanced composition instruction for juniors and seniors in the Music Performance major. The student continues to work toward developing a small portfolio of written compositions in varying styles and genres. 1 credit.

MAT - Mathematics

MAT 060 - Basic Math Skills (3)

This course equips students with mathematical skills necessary for success in college level mathematics courses. Students will build quantitative reasoning and logical thinking skills through encounters with problems drawn from a variety of contexts, including arithmetic, algebra, geometry, financial math, and statistics. The course will also provide opportunity for students to develop effective math study habits, familiarizing themselves with available resources and incorporating them throughout the problem-solving process. This course does not count toward graduation requirements. (3 credits)

MAT 061 - Math LAB (0)

This course is required of students who do not meet the minimum test score for Mathematics. This course is a supplement to basic math courses.

MAT 101 - Introduction to College Math (3)

This course surveys algebraic and geometric topics with the aim of helping students improve their quantitative reasoning and logical thinking skills. Students will use mathematics as a tool to cultivate habits of thought that enable them to identify and solve complex problems. This course fulfills the math requirement. (3 credits)

Prerequisite: MAT060 or appropriate placement results.

MAT 102 - Everyday Mathematics (3)

This course examines quantitative information and mathematical principles that permeate everyday life. By studying mathematics in context, students will develop both foundational knowledge and practical skills for handling mathematics in their careers, ministries, and personal lives. Topics include logic and problem solving, use and abuse of numbers and percents, personal finance, statistical reasoning, probability and risk, and theories of voting and apportionment. This course fulfills the math requirement. (3 credits)

MAT 105 - Math Concepts for Middle School Teachers (3)

This course is designed to develop future middle school teachers' conceptual understanding of mathematics. Through study of various number sets, operations on those sets, algebra and functions, geometry, statistics and probability, students will strengthen their quantitative reasoning and logical thinking. Emphasis will be placed on problem solving and effective communication of mathematics. This course does not fulfill the math requirement. (3 credits)

MAT 110 - Applied Business Math (3)

This course will focus on the quantitative analysis of real-world business problems. Business professionals must understand the mathematical concepts related to common business practices and, as needed, collect, organize, and analyze data. Topics include checking accounts, percentages, interest, invoices, trade and cash discounts, markup and markdown, payroll, promissory notes, annuities, consumer and business credit, and business statistics. (3 credits)

MAT 161 - Integrated Math 1 (3)

This course for Education majors only is the first course in a two-course sequence designed to develop future teachers' conceptual understanding of mathematics. Through study of arithmetic, ratios, proportions, real numbers, algebra, and functions, students will strengthen their quantitative reasoning and logical thinking. Emphasis will be placed on problem solving and effective communication of mathematics. This course does not fulfill the Core Math requirement. (3 credits)

MAT 162 - Integrated Math 2 (3)

This is the second course in a two-course sequence designed to develop future teachers' conceptual understanding of mathematics. Through study of algebra, geometry, measurement, basic statistics, and probability, students will strengthen their quantitative reasoning and logical thinking. Emphasis will be placed on problem solving and effective communication of mathematics. (3 credits)

MAT 202 - Math Concepts for Teachers (3)

This course develops a conceptual understanding of math and its operations as education students prepare to teach math. It will use a problem-solving approach to develop accuracy and flexibility in mathematical practice. Students will develop mathematical language as they explain the conceptual process of solving problems. This course does not fulfill the Core Math requirement.

MAT 203 - Geometry (3)

This course is an introduction to Euclidean and non-Euclidean geometries. Major revolutions in geometry, including axiomatization, analytical, and transformational geometry will be studied. Topics will include compass and straight-edge constructions, logic, synthetic and analytic proofs, as well as properties, area, and volume of plane and solid geometric figures. (3 credits)

MAT 204 - Algebraic Patterns and Functions (3)

This course examines and develops expertise with sequences, patterns, and functions, including polynomial, exponential, and logarithmic functions. Graphical, numerical, and theoretical techniques will be applied to model and solve problems. 3 credits.

MAT 211 - Finite Math (3)

This course is a survey of mathematical analysis techniques not involving calculus. Concepts will be introduced using a modeling approach. Topics include systems of linear equations and inequalities, matrix operations, and linear programming. Financial math, sets, probability, and statistics are also studied. (3 credits)

MAT 216 - Statistics for the Social Sciences (3)

This course focuses on the introductory statistical techniques used in social science research. Students will be introduced to concepts such as measures of central tendency and dispersion as well as statistical techniques. The overall goal of the course is not only to help students understand the mathematical/statistical concepts presented but also to assist in the application of these procedures through the use of EXCEL. In addition, the use of a case study method and review of professional journals will enable students to interpret statistics that can be applied to the helping professions. An examination of the role of moral and biblical decision making as it relates to statistics will serve as the foundation for the inquiry. (3 credits)

MAT 220 - Introduction to Accounting (3)

The fundamental aspects of the accounting discipline are surveyed, focusing on significant accounting concepts and the function, preparation, and analysis of financial statements. These fundamental accounting concepts will then be applied to business scenarios. This course does not meet the math core requirement (3 credits)

MAT 221 - Applied Calculus I (3)

This course is an introductory course to calculus. It will center around three major elements: limits, differentiation, and integration. The course will explore these elements for single variable functions. It will also introduce students to the use of calculus in real-world settings, such as economics and physics. A general knowledge of trigonometry is preferred. (3 credits)

MAT 280 - Selected Topics in Mathematics (3)

MAT 281 - Selected Topics in Mathematics (3)

MAT 380 - Selected Topics in Mathematics (3)

MAT 480 - Selected Topics in Mathematics (3)

Selected Topics provides opportunities to (intermittently) offer relevant and timely courses not offered in the standard curriculum but of immediate interest and concern to students or faculty. 3 credits.

MAT 490 - Independent Study (3)

An independent study in a specialized area of mathematics may be arranged through a faculty member teaching in the subject area. The student must be a junior or senior and have a minimum GPA of 3.00 to be eligible. Request forms are available in the Registrar's Office. 3 credits.

MKT - Marketing

MKT 305 - Strategic Marketing (3)

This course examines how a marketing strategy can lead to competitive advantage within an industry. The course will focus specifically on issues such as market segmentation, developing differentiation and positioning, allocating resources, designing products, setting and managing prices, developing and managing distribution strategies, and developing and managing promotion strategies. biblical concepts will be interwoven with ideas such as information dissemination, spread of ideas, communication and branding. Storytelling, branding and positioning will be examined throughout the course. These elements will be woven together to complete marketing strategy goals for companies, both real and theoretical. The marketing strategy will be studied to understand how it ties to the higher-level organizational goals. (3 credits)

Prerequisite: (BUS302).

MKT 310 - Digital Marketing (3)

This course is an integral part of many firms and consumers' daily activities. Digital marketing is an important part of the marketing strategy and given the nature of technology many strategic and social challenges are presented. This course examines theories and concepts underlying the use of information and communication technology, while challenging students to critique and utilize digital tools and social media. The identification of critical success factors and best practices are central to the course, as are methods for analyzing marketing effectiveness. The theories and realities of digital marketing in both business-to consumer (B2C) and business to business (B2B) markets are discussed. Particular interest will be paid to how to execute digital marketing in today's world from a Biblical stance.

Prerequisite: (MKT305).

MKT 315 - Consumer Behavior (3)

This course examines the psychology of consumer behavior that underlies consumer purchases. Consumer behavior is based upon concepts and theories from the behavioral sciences including psychology and sociology; students will analyze these concepts while developing marketing strategies. The Bible will be studied for ideas on Christian point of view of behavioristic and psychographic reasons for certain behavior. Students will capture and analyze data to better understand psychographic reasons for certain behavior. Students will capture and analyze data to better understand and utilize behavioral research. The course uses a mix of large cases, min-cases and lectures to advance the concepts. (3 credits)

Prerequisite: (MKT305).

MKT 405 - Marketing Research (3)

Marketing research supports and validates the marketing strategy of a company. Product, price, place and promotions are all considered along with the appropriate demographic, geographic, psychographic and behavioristic segmentation. Students will take Biblical concepts learned in Consumer Behavior regarding the Christian point of view of behavioristic and psychographic reasons and further develop these in practicing marketing research. Students will learn and practice key concepts, techniques and processes. Research design, qualitative vs quantitative data, and analysis are all covered in this course.

Prerequisite: (MKT305).

MPD-Music-Worship-and-Performing-Arts

MPD 305 - Pedagogical Methods for Music Instruction (3)

This course offers an overview of various pedagogical methods used in studio music instruction including Suzuki, Kodaly, Dalcroze Eurhythmics, Orff-Schulwerk, and Kindermusic. It also reviews the use of these methods in non-traditional music classroom settings, such as children's choirs and small group instruction. These concepts will be analyzed in light of a biblical worldview for music and music education. 3 credits.

MPD 401 - Business Practice for Music Entrepreneurs (3)

The course surveys administrative and business process and practice as applied to the projects and endeavors initiated by music entrepreneurs - from the home studio, to a music academy. Basic accounting, marketing, tax law and practical administrative process are covered, with particular emphasis on issues related to small business ventures. Prerequisite: MPD202. 3 credits.

Prerequisite: ((MPD320N OR MPD202N)).

MPD 499 - Senior Project (1)

Demonstration of various pedagogical methods will be presented to ensure students have reached a competency to begin to teach beginner, intermediate, and advanced students in private and group lessons in a studio, conservatory, or academy setting. 1 credit.

MPR - Music, Worship and Performing Arts

MPR 301 - Vocal Repertoire & Diction I (3)

Classical and sacred choral repertoire are examined and performed in class. Correct techniques in singing are taught with special attention being given to the application of Latin, Spanish, and Italian diction. Students learn the International Phonetic Alphabet. 3 credits.

MPR 302 - Vocal Repertoire & Diction II (3)

Classical and sacred choral repertoire are examined and performed in class. Correct techniques in singing are taught with special attention being given to the application of French, German, and English diction. Prerequisite: MPR 301. 3 credits.

Prerequisite: (MPR301).

MPR 311 - Instrumental Repertoire I (3)

Investigation and research of a wide variety of literature for the student's primary instrument, including solo, ensemble and orchestral repertoire. Performances of select works from this investigation are featured as part of the course. 3 credits.

MPR 312 - Instrumental Repertoire II (3)

Further investigation and research of a wide variety of literature for the student's primary instrument, including solo, ensemble, and orchestral repertoire. Performance of select works from this investigation are featured as part of the course. Prerequisite: MPR 311. 3 credits.

Prerequisite: (MPR311 OR MP311).

MPR 399 - Junior Recital (0)

Qualified students, during the third year of studies, organize and produce a half recital usually shared with another junior, for the purpose of providing a God-honoring artistic expression as a first-step toward the senior recital which will show-case their ability to develop and effectively stage a performance that represents the biblical and spiritual core values of the College, while also demonstrating the potential to be "salt and light" in the world. 0 credits.

MPR 401 - Performance Career Seminar (1)

Performance Career Seminar is designed to prepare upper-level students for careers in the field of musical theatre and opera. Team-taught by musical theatre professionals from the community, the seminar will expose students to a variety of subjects including audition preparation, networking, and professional etiquette. By the end of the seminar, students will articulate a mission statement for their careers balancing a biblical worldview with professional ambition and personal giftedness. 1 credit.

MPR 480 - Selected Topics in Music Performance (3)

Selected Topics provides opportunities to (intermittently) offer relevant and timely courses not offered in the standard curriculum but of immediate interest and concern to students or faculty. 3 credits.

MPR 499 - Senior Recital (1)

Qualified students, during the final year of studies, organize and produce a full recital for the purpose of providing a final, cumulative artistic expression, show-casing their ability to develop and effectively stage a God-honoring performance that represents the biblical and spiritual core values of the College, while also demonstrating the potential to be "salt and light" in the world. Prerequisite: MPR 399. 1 credit.

Prerequisite: (MPR399).

MUE - Music Education

MUE 101 - Foundations of Music Education (2)

This course provides a foundation to issues related to teaching music in public and private schools. Students will explore the role of the teacher, teaching qualities, characteristics of students, methods of teaching music, and philosophical and historical foundations of music education. Required school observations are included. (2 credits)

MUE 105 - Foundations of Music Education (2)

This course provides a foundation to issues related to teaching music in public and private schools. Students will explore the role of the teacher, teaching qualities, characteristics of students, methods of teaching music, and philosophical and historical foundations of music education. Required school observations are included. (2 credits)

MUE 201 - Pedagogical Methods of Music Instruction (3)

This course is designed to provide a philosophical and biblical framework for music education by investigating pedagogical methods of music instruction in multiple settings, including traditional classroom music, studio instruction and non-traditional music classroom settings, such as children's choirs and small group instruction. Analysis will include the following: Suzuki, Kodaly, Dalcroze Eurhythmics, Orff-Schulwerk, and Music Learning Theory. Observation hours will be included in this course.

MUE 220 - Art of Teaching General Music I (2)

This course is designed to equip the pre-service teacher with the competencies necessary to creatively formulate and plan a thorough elementary music program, and effectively teach and evaluate elementary music programs. Classroom management and strategies for teaching exceptional learners will be addressed. Although the specific focus of this course is on the elementary level, many of the principles of teaching and learning apply to younger and older learners.

MUE 221 - Art of Teaching General Music II (1)

This course continues instruction established in MUE 220 Art of Teaching General Music I by expanding the pre-service teacher's competencies in lesson planning and curricular design. This includes focus on creatively planning a secondary music program and effectively teach and evaluate secondary music programs. Classroom management and strategies for teaching exceptional learners and ELLs are also included.

Corequisite: Internship.

MUE 302 - Music Learning and Development (3)

This course examines human growth and development from conception through adolescence as it specifically applies to music education contexts for classroom and studio instruction. It includes a review of the theories of learning music and the activities and skills that are appropriate for different age groups. Foundations of differentiation of instruction and adaptation for students with special needs will be examined. Observation hours will be included in this course.

MUE 320 - Art of Teaching Choral Music (3)

MUE 421 - Art of Teaching Wind Instruments & Ensembles (2)

MUE 422 - Art of Teaching Instrumental Music (3)

This course investigates the role of instrumental ensembles as a means of developing music skills, understandings, and attitudes in students. It includes development of classroom management, rehearsal planning, conducting techniques, and repertoire selection specifically for instrumental instruction in elementary and secondary contexts. (3 credits)

MUE 435 - Adaptive Music Education (3)

This course provides an in-depth look at differentiation in the music classroom and develops instructional strategies and materials for teaching music to students with various learning, physical and social-emotional disabilities.

MUE 499 - Music Education Senior Recital (0)

Qualified students, during the final year of classes, organize and produce a 30 minute performance for the purpose of demonstrating their ability to perform on their primary instrument at a level commensurate of music education requirements. (0 Credit)

Prerequisite: minimum 7 credits of MAP Applied Lessons.

MUL - Music, Worship and Performing Arts

MUL 100 - Piano Fundamentals (0)

Prerequisite to MUL 101, builds a foundation for understanding of basic keyboard technique and music reading. (0 credit)

MUL 101 - Piano Lab I (1)

Group piano method course leading non-keyboard students toward a grasp of functional skills and keyboard technique. This course covers basic chord structure, basic music theory, reading melodies in major keys, and developing skills to accompany singing. 1 credit.

MUL 101T - Piano Lab I Test (0)**MUL 102 - Piano Lab II (1)**

Continuation of MUL 101, strengthening previously acquired skills, with the addition of minor keys, scales and chords, music theory, and variations in accompanying styles. Prerequisite: MUL 101. 1 credit.

Prerequisite: (ML101 OR MUL101 OR MUL101T).

MUL 111 - Guitar Lab I (1)

Group instruction for the purpose of giving the beginning and intermediate guitarist a strong foundation in technique, note reading, chords, strumming, and ensemble playing. 1 credit.

MUL 112 - Guitar Lab II (1)

Advanced group guitar method course teaching functional guitar skills, playing technique, and musical styles. Interpretation of guitar repertoire. Prerequisite: MUL 111. 1 credit.

Prerequisite: (MUL111 OR ML111).

MUL 121 - Contemporary Voice Lab (1)

This course begins with an introduction of basic vocal techniques and progresses to include a study of various contemporary commercial music voice styles. Class time is devoted to performing, listening, and evaluating performances by class members as well as recordings of professional singers. 1 credit.

MUL 131 - String Lab (1)

This course is designed to develop an understanding of string playing fundamentals and pedagogy related to elementary through high school instruction that will enable the teacher to provide students with basic technique skills they can trust.

MUL 202 - Woodwind Lab (1)

This course is designed to develop an understanding of woodwind playing fundamentals and pedagogy related to elementary through high school instruction that will enable the teacher to provide students with basic technique skills they can trust.

MUL 222 - Brass Lab (1)

This course is designed to develop an understanding of brass playing fundamentals and pedagogy related to elementary through high school instruction that will enable the teacher to provide students with basic technique skills they can trust.

MUL 302 - Percussion Lab (1)

This course is designed to develop an understanding of percussion playing fundamentals and pedagogy related to elementary through high school instruction that will enable the teacher to provide students with basic technical skills.

MUS - Music, Worship and Performing Arts

MUS 100 - Music Fundamentals (1)

Basic elements of music including staff structure, clefs, scales, key signatures, rhythm, and intervals are studied. Melodic and rhythmic dictation is introduced. This course meets all pre-requisites in music theory for entrance into the Worship Performing Arts Department. 1 credit.

MUS 100NC - Music Fundamentals (0)

MUS 101 - Music Theory I (3)

Elements of music including melody, counterpoint, harmony, and tonality are studied. Roman numerals, figured bass, and chord symbols are used in beginning analytical and practical applications. 2 credits.

MUS 101L - Musicianship I Lab (1)

Melodic, harmonic, and rhythmic performance, analysis and dictation for the basis of ear training and sight singing in this course designed as a concurrent laboratory experience with MUS 101 Music Theory I. Technology for the twenty-first century is included with instruction in its application to music education, performance, and production. Finale basics are taught. Prerequisite(s): MUS100. 1 credit.

Prerequisite: (MUS100).

MUS 102 - Music Theory II (3)

Further development of topics covered in Music Theory I including harmony, cadences, and embellishing tones are studied. Roman numerals, figured bass, and chord symbols are used in intermediate analytical and practical applications. Prerequisite(s): MUS 101. 2 credits.

Prerequisite: (MUS101 OR MU101).

MUS 102L - Musicianship II Lab (1)

Melodic, harmonic, and rhythmic performance, analysis and dictation for the basis of ear training and sight singing in this course designed as a concurrent laboratory experience with MUS102 Music Theory II. Technology for the twenty-first century is included with instruction in its application to music education, performance, and production. Finale, Sybellius, Cakewalk and other important music-related software are taught. 1 credit.

MUS 201 - Music Theory III (3)

Further development of topics covered in Music Theory II including chromatic chords and modulation. Roman numerals, figured bass, and chord symbols are used in advanced analytical and practical applications. Prerequisite: MUS 102. 3 credits.

Prerequisite: (MUS102 OR MU103).

MUS 201L - Musicianship Lab III (1)

Ear training and sight singing through melodic, harmonic, and rhythmic dictation and performance, including analysis and improvisation. This course is the third of a four semester laboratory experience designed to be taken concurrently with MUS 211 Music Theory III: Intro to Composition

MUS 202 - Music Theory IV-N (3)

This course continues the study of Music Theory into the area of Large Forms (Ternary, Rondo, and Sonata) then proceeding into an introduction to Nineteenth Century Harmony and into an overview of Twentieth Century Harmonic and Compositional Practices. This will be a standard, on-campus course, meeting at the stated time and place. 3 credits.

Prerequisite: (MUS201 OR MU201).

MUS 202L - Musicianship IV Lab (1)

Advanced ear training and sight singing through melodic, harmonic, and rhythmic dictation and performance, including analysis and improvisation. This course is the fourth of a four semester laboratory experience designed to be taken concurrently with MUS 201 Music Theory IV: Advanced Harmony

MUS 211 - Introduction to Composition (3)

Musical form and advanced harmony are studied. These musical elements are explored through the composition of original pieces. Prerequisite(s): MUS 201. 3 credits.

Prerequisite: (MUS102 OR MUS201).

MUS 212 - Contemporary Theory & Arranging (3)

Advanced harmony and rhythms are studied. Counterpoint and voice-leading of these musical elements are applied in arrangements written for various ensembles. Prerequisite: MUS 102. 3 credits.

Prerequisite: (MUS102 OR MU103).

MUS 221 - Conducting I (2)

Conducting I includes the instruction of basic patterns and techniques, interpretive gestures, and rehearsal techniques. The academic environment is that of a workshop in which students conduct actual ensembles. Repertoire is varied and selected according to the student's academic, musical, and career priorities. 2 credits.

MUS 221L - Musicianship Lab III (1)

MUS 222 - Conducting II (2)

Conducting II focuses on major works. Conducting with a baton, reading an orchestral score, communicating with instrumentalists, and unique characteristics of beginning and advanced ensembles are covered in this course. Repertoire is varied and selected according to the student's academic, musical, and career priorities. Prerequisite: MUS 221. 2 credits.

Prerequisite: (MUS221).

MUS 231 - Songwriting (3)

Course Description – In this course, students will analyze and create text (lyrics), melody, harmony, rhythm and structure for songs. Students will also critique their original songs and the songs of their peers. The purpose and public presentation of songs will be discussed. Emphasis will be given to the creative process and generation of ideas. Collaborative and interactive aspects of writing and performing songs will also be of key importance.

MUS 233 - Orchestral Methods (3)

Orchestral Methods introduces strings, woodwinds, and brass, giving the student a basic understanding of how each instrument is played. Instruction includes technical, expressive, and notational characteristics of each instrument. 3 credits.

Prerequisite: (MUS102).

MUS 301 - Music Theory IV: Adv. Harmony (3)

This course continues the study of Music Theory into the area of Large Forms (Ternary, Rondo, and Sonata) then proceeding into an introduction to Nineteenth Century Harmony and into an overview of Twentieth Century Harmonic and Compositional Practices. This will be a standard, on-campus course, meeting at the stated time and place. 3 credits.

MUS 301L - Musicianship Lab IV (1)**MUS 312 - Rhythm Section Methods (3)**

Rhythm Section Methods introduces guitar, bass, keyboard, drums, and percussion, giving the student a basic understanding of how each instrument is played. Instruction includes technical, expressive, and notational characteristics of each instrument. Prerequisite(s): MUS 102. 3 credits.

Prerequisite: (MUS102).

MUS 330 - Form & Analysis (3)

In this course instruction is given in the concept of musical form, beginning with the phrase, and ending with the study of sonata form and the complete symphony, with all the 'musical architectural forms' in between. Prerequisite: MUS 201. 3 credits.

Prerequisite: (MUS201 OR MU201).

MUS 331 - Counterpoint (3)

This course is designed to expose the student to the contrapuntal element that is present, to some degree, in all music, and to make them aware of the "forces of opposition and agreement, tension and relaxation, direction, climax and the like that operate whenever two or more voices are sounded simultaneously" (Kent Kennan). Prerequisite(s): MUS 201 or MUS 212. 3 credits. never two or more voices are sounded simultaneously" (Kent Kennan). Prerequisite: MUS 201. 3 credits.

Prerequisite: (MUS102).

MUS 332 - Orchestration (3)

This course is the study and practice of instrumental transcription and orchestration arranging and composing. The ranges, individual characteristics, strengths and weaknesses of each orchestral instrument will be studied in preparation for transcribing, arranging, and orchestral composition assignments. Students will also be given the opportunity to study the guidelines for transcribing from keyboard, chamber ensemble, and band to an orchestral score as well as demonstrate an understanding of these transcribing guidelines for each specific setting. A comprehensive knowledge and application of music notation software is a vital aspect of this course. Prerequisite(s): MUS 201 or MUS 212. 3 credits.

Prerequisite: (MUS201 OR MU201).

MUS 335 - Composition with Electronic Media (3)

Composition with Electronic Media is intended to introduce the student to the compositional processes and possibilities of current software and hardware computer resources including synthesis and recording resources, a short historical perspective plus the basics of the production of sound with this technology. The course will also include the integration of the traditional, accepted principles of composition into modern technological tools and the architecture of primary musical forms. Prerequisite(s): MUS 201 or MUS 212. 3 credits.

Prerequisite: (MUS102).

MUS 490 - Independent Study (3)

An independent study in a specialized area of music may be arranged through a faculty member teaching in the subject area. The student must be a junior or senior and have a minimum GPA of 3.00 to be eligible. Request forms are available in the Registrar's Office. 3 credits.

MWP

MWP 101 - Worship & Performing Arts Seminar (1)

Required seminar for all WPA majors, highlighting the unique privileges and challenges associated with being an artistically-gifted person. The course seeks to understand the responsibilities that come with artistic talent, and encourage students to wrestle with issues such as time management, personal discipline, pride, perfectionism, the artist's role in community and the world. 1 credit.

MWP 102 - Intro to Music, Worship, & the Performing Arts (3)

A foundational understanding of a biblical theology of worship is introduced. Additionally, an overview of the art of worship from early Christian times through the current post-modern trends is included. Practical implications for worship situations in today's church are drawn from both the biblical and historical context.

MWP 301 - Worship & Performing Arts Internship I (0)

The internship provides pre-professional field experience under the mentoring leadership of a practitioner. Gradual involvement evolves from observation to immersion in a public worship setting while simultaneously honing artistic skill, maturing worship leadership, and participating in the administrative processes of the worship arts. 0 credits.

MWP 302 - Worship & Performing Arts Internship II (0)

The second semester of internship continues the pre-professional field experience under the mentoring leadership of a practitioner. Involvement in worship leadership begins to include a growing role as contributor and leader in a public worship setting while continuing to hone artistic skill, mature worship leadership, and assume responsibility for elements within the administrative processes of the worship arts. Prerequisite(s): WPA 301. 0 credits.

Prerequisite: (WPA301 AND WP301).

MWP 400 - MWPA Cross Cultural Externship (0)

Historical and contemporary global influences are a constant reality in the arts. This course is a short-term, supervised participation in a cross-cultural experience, moving the artist outside of his/her inherent cultural context for the purpose of expanding vision, strengthening artistic expression, and understanding of cultural and global issues related to the student's art form. The parameters of the externship are defined by the College's policy on "cross-cultural experience," as well as department requirements described in the WPA Student Handbook. 0 credits.

MWP 450 - Worship and Performing Arts Practicum (1)

The practicum is an in-service program for the purpose of providing direct ministry involvement and experience under the supervision of a qualified professional and the Program Coordinator, with the approval of the department Chair. A minimum involvement of 10 hours/week is required. Open only to Seniors. Prerequisite: WPA 302. 1 credits.

Prerequisite: (WP302 OR WPA302).

PAS - Pastoral Ministry

PAS 102 - Pastoral Ministry (3)

Grasping God's analogy of shepherding is the bedrock of this course. Understanding the qualifications and job description of a pastor as shepherd over God's flock is the starting point in developing a healthy and thorough theology of pastoral ministry. 3 credits.

PAS 103 - Introduction to Pastoral Ministry (1)

This introductory course orients students to the Pastoral Ministry program. Through mining biblical principles from 2 Corinthians, students explore the biblical, theological, and practical foundations of pastoral ministry. As they engage biblical wisdom, historical exemplars, and contemporary voices, students will explore their own calling to pastoral ministry, clarify the basic duties involved in the vocation, internalize essential attitudes to faithfully embrace this vocation, and grow familiar with the ethos and curriculum of the Pastoral Ministry program. (1 credit)

PAS 104 - Gospel, Church, and Mission as Pastoral Calling (3)

This course explores the evangelistic undertaking of pastoral ministry set within the backdrop of God's worldwide mission. Rooting the discussion in a biblical-theological study of the book of Acts, this course will trace the global progress of the gospel from the nascent years of the early church, through the subsequent centuries of church history, and within the contemporary missiological scene. In particular, this course will help students set the pastoral vocation within a global and local context as they build a biblical theology of mission, fortify their understanding of the gospel, and come to terms with the centrality of the church in God's cosmic purposes. (3 credits)

PAS 120 - Gospel, Church, and Mission as Pastoral Calling (3)

This course explores the evangelistic undertaking of pastoral ministry set within the backdrop of God's worldwide mission. Rooting the discussion in a biblical-theological study of the book of Acts, this course will trace the global progress of the gospel from the nascent years of the early church, through the subsequent centuries of church history, and within the contemporary missiological scene. In particular, this course will help students set the pastoral vocation within a global and local context as they build a biblical theology of mission, fortify their understanding of the gospel, and come to terms with the centrality of the church in God's cosmic purposes.

PAS 150 - Pastoral Ministry Field Experience I (0)

This course exposes students to the importance of being meaningfully integrated in the life of a local church community as a foundation for vocational service. Students will be challenged in character formation, ministry competency, practical theology, and community participation through active involvement in the life of a local church, meaningfully engagement in mentoring relationships, and regular rhythms of self-reflection. (0 credits)

PAS 150C - Pastoral Ministry Field Experience (Continued) (0)

This course exposes students to the importance of being meaningfully integrated in the life of a local church community as a foundation for vocational service. Students will be challenged in character formation, ministry competency, practical theology, and community participation through active involvement in the life of a local church, meaningfully engagement in mentoring relationships, and regular rhythms of self-reflection. (0 credits)

PAS 201 - Biblical Preaching (3)

Communicating biblical truth is both an art and a science. Consequently, the science of hermeneutics is applied to a text to mine its truth. Delivery of that truth is the art of skillful and creative communication. Students will practice the principles and begin discovering their own unique style of exegetical preaching. Prerequisite: BIB 105. 3 credits.

Prerequisite: (FS105 OR BIB105).

PAS 202 - Community Formation and Discipleship in the Church (3)

This course highlights the catechetical duty of pastoral ministry in establishing believers, families, and churches in the essentials of the faith. Through a selective biblical-theological examination of Paul's prison epistles (i.e., Colossians and Ephesians), students will identify the core elements of Christian moral formation, survey general trends of Christian education in church history, evaluate biblical principles of discipleship in light of contemporary learning theory, and pay special attention to discipleship as a churchwide community enterprise. Specifically, this course underscores maturity as the overarching goal of Christian instruction. (3 credits)

PAS 203 - Preaching and Teaching the Scripture (3)

This course orients students to the homiletical task of pastoral ministry: rightly handling the Word of God. By means of constructing a biblical theology of preaching focused in the Book of Hebrews, students will understand the role of preaching and teaching within the framework of God's greater purposes, expand upon their skills in biblical exegesis and textual exposition, and develop basic competencies in sermon design and delivery. With the addition of a preaching lab, students will gain experience in preaching sermons, benefit from timely and evaluative feedback, and discover the importance of sermon assessment in a charitable and interactive class setting. (3 credits)

PAS 210 - Community Formation and Discipleship in the Church (3)

This course highlights the catechetical duty of pastoral ministry in establishing believers, families, and churches in the essentials of the faith. Through a selective biblical-theological examination of Paul's prison epistles (i.e., Colossians and Ephesians), students will identify the core elements of Christian moral formation, survey general trends of Christian education in church history, evaluate biblical principles of discipleship in light of contemporary learning theory, and pay special attention to discipleship as a churchwide community enterprise. Specifically, this course underscores maturity as the overarching goal of Christian instruction. (3 credits)

PAS 220 - Preaching and Teaching the Scripture (3)

This course orients students to the homiletical task of pastoral ministry: rightly handling the Word of God. By means of constructing a biblical theology of preaching focused in the Book of Hebrews, students will understand the role of preaching and teaching within the framework of God's greater purposes, expand upon their skills in biblical exegesis and textual exposition, and develop basic competencies in sermon design and delivery. With the addition of a preaching lab, students will gain experience in preaching sermons, benefit from timely and evaluative feedback, and discover the importance of sermon assessment in a charitable and interactive class setting. (3 credits)

PAS 250 - Pastoral Ministry Field Service I (0)

This course enables students to be actively and meaningfully involved in church life and ministry as an emerging pastoral leader. Students will be challenged in character formation, ministry competency, practical theology, and community participation through active involvement in the life of a local church, meaningful engagement in mentoring relationships, regular rhythms of self-reflection, and exposure to ministry responsibilities. (0 credits)

PAS 250C - Pastoral Ministry Field Service II (0)

This course enables students to be actively and meaningfully involved in church life and ministry as an emerging pastoral leader. Students will be challenged in character formation, ministry competency, practical theology, and community participation through active involvement in the life of a local church, meaningful engagement in mentoring relationships, regular rhythms of self-reflection, and exposure to ministry responsibilities. (0 credits)

PAS 301 - Counseling and Care in the Church (3)

This course examines the caretaking responsibility of pastoral ministry set within the ministry context of the local church. Reflecting on Paul's own efforts of pastoral care through the lens of his Thessalonian correspondence, students will identify the foundational elements that comprise a basic theology of pastoral caretaking, examine the historical development of shepherding care, assess various types and approaches of pastoral counseling, and develop basic skills of a holistic caring ministry. This course will encourage the importance of the self-care of the pastor, boundaries of life and ministry balance, and mobilization of the church community in the care process. (3 credits)

PAS 320 - Counseling and Care in the Church (3)

This course examines the caretaking responsibility of pastoral ministry set within the ministry context of the local church. Reflecting on Paul's own efforts of pastoral care through the lens of his Thessalonian correspondence, students will identify the foundational elements that comprise a basic theology of pastoral caretaking, examine the historical development of shepherding care, assess various types and approaches of pastoral counseling, and develop basic skills of a holistic caring ministry. This course will encourage the importance of the self-care of the pastor, boundaries of life and ministry balance, and mobilization of the church community in the care process. (3 credits)

PAS 331 - Pastoral Counseling (3)

Pastors have a unique opportunity to shepherd those who seek personal spiritual direction. With spiritual transformation as the ultimate goal, students are equipped with biblical counseling skills to guide and disciple those who seek assistance. 3 credits.

PAS 350 - Pastoral Ministry Internship I (0)

This course equips students to skillfully demonstrate pastoral aptitudes by implementing such skills in hands-on, real-life ministry situations. Students will be challenged in character formation, ministry competency, practical theology, and community participation through active involvement in the life of a local church, meaningful engagement in mentoring relationships, regular rhythms of self-reflection, and practical experience in pastoral responsibilities. (0 credits)

PAS 350C - Pastoral Ministry Internship II (3)

This course equips students to skillfully demonstrate pastoral aptitudes by implementing such skills in hands-on, real-life ministry situations. Students will be challenged in character formation, ministry competency, practical theology, and community participation through active involvement in the life of a local church, meaningful engagement in mentoring relationships, regular rhythms of self-reflection, and practical experience in pastoral responsibilities. (3 credits)

PAS 401 - Pastoral Perspectives on Leadership (3)

This course underscores leadership dynamics of pastoral ministry with a particular consideration for leadership that supports sustainable church ministry and accelerates gospel expansion. Based upon an investigation of the Pastoral Epistles, students will secure leadership wisdom through Paul's final correspondence with his emerging leaders. This course collates biblical principles of authority together with an exploration of various leadership positions and approaches throughout the history of the church. During the tour of this class, students will build a biblical theology and philosophy of leadership, develop basic habits for sustainable leadership, reflect on their own leadership capacities and tendencies, and connect leadership principles to real life scenarios. (3 credits).

PAS 402 - Pastoral Care (3)

This is a how-to course for the wide array of pastoral functions and privileges. Field trips and practical instruction prepare students for ministry to their flock from birth to death. Baptism, communion, weddings, baby dedications, and funerals are just a few of the topics addressed in this course. 3 credits.

PAS 410 - Pastoral Perspectives on Leadership (3)

This course underscores leadership dynamics of pastoral ministry with a particular consideration for leadership that supports sustainable church ministry and accelerates gospel expansion. Based upon an investigation of the Pastoral Epistles, students will secure leadership wisdom through Paul's final correspondence with his emerging leaders. This course collates biblical principles of authority together with an exploration of various leadership positions and approaches throughout the history of the church. During the tour of this class, students will build a biblical theology and philosophy of leadership, develop basic habits for sustainable leadership, reflect on their own leadership capacities and tendencies, and connect leadership principles to real life scenarios. (3 credits).

PAS 425 - Worship and Devotion in Christian Practice (3)

This course surveys the liturgical function of pastoral ministry in the context of the local church. Launching a biblical theology of worship from Paul's instructions in 1 Corinthians, students will consider the pastoral vocation of leading God's people from a doxological perspective, valuing the liturgical calling of pastoral ministry as the communal reenactment of the kerygmatic drama which refreshes, enlivens, and establishes the people of God. Specifically, this course aids emerging church leaders to explore the biblical basis of worship, trace various expressions of worship throughout church history, and evaluate contemporary innovations. (3 credits)

PAS 430 - Senior Seminar to Pastoral Ministry (1)

This course culminates the foundational fields of study related to pastoral ministry. In particular, this course will help students collate their thinking on pastoral ministry over the course of the entire program. Attendant with discussions and reading, this course will provide seminar-style space for students to work on their main documents for pastoral ministry (i.e., philosophy of ministry, doctrinal statement, ethical/position papers, conversion, call narrative, resume/CV, etc.), enhance their thinking on various pastoral issues, prepare for mock ordination, reflect on meaningful insights and progress throughout the time in the program, and anticipate the transition of life and ministry after graduation from the program. (1 credit)

PAS 450 - Pastoral Ministry Practicum I (0)

This course empowers students to make a meaningful contribution in pastoral work by being uniquely invested in hands-on, real-life ministry situations. Students will be challenged in character formation, ministry competency, practical theology, and community participation through active involvement in the life of a local church, meaningful engagement in mentoring relationships, regular rhythms of self-reflection, practical experience in pastoral responsibilities, and ownership of a ministry initiative. (0 credits)

PAS 450C - Pastoral Ministry Practicum II (3)

This course empowers students to make a meaningful contribution in pastoral work by being uniquely invested in hands-on, real-life ministry situations. Students will be challenged in character formation, ministry competency, practical theology, and community participation through active involvement in the life of a local church, meaningful engagement in mentoring relationships, regular rhythms of self-reflection, practical experience in pastoral responsibilities, and ownership of a ministry initiative. (3 credits)

PAS 480 - Selected Topics in Pastoral Studies (3)

Selected Topics provides opportunities to (intermittently) offer relevant and timely courses not offered in the standard curriculum but of immediate interest and concern to students or faculty. 3 credits.

PAS 490 - Independent Study (3)

An independent study in a specialized area in the department of church and ministry leadership may be arranged through a faculty member teaching in the subject area. The student must be a junior or senior and have a minimum GPA of 3.00 to be eligible. Request forms are available in the Registrar's Office. 3 credits.

PCN - Professional Counseling

PCN 122_ - Group Experience & Self-Evaluation_AUD (3)

The course provides students with an in depth self-evaluation for both personal development and professional development for the human services field. Student learning occurs through in-class instruction and group participation during class. The teaching method is experiential in nature. The course consists of an off campus weekend seminar during the first semester of the freshman year. Students will be required to read a textbook on spiritual formation and complete a reflection journal post seminar. 3 credits.

PCN 123 - Introduction to the Counseling Profession (3)

This course is designed to provide students with an opportunity to develop an overview perspective to the helping profession focusing specifically on the areas of school counseling and professional counseling. It will explore the purpose, function, core values, and knowledge base unique to professional counseling, including a history of the field, an overview of therapeutic interventions and what the role of a professional counselor looks like as an occupation. In the realm of professional counseling concepts such as: an introductory level discussion concerning professional counseling theory and intervention, personality theory, how to approach a client, and career options. Also, the course will address historical perspectives of school counseling, the nature of the profession; the new leadership role for the professional school counselor; the ASCA model of comprehensive services; the responsive services of the school counselor; and what school counseling will look like in the future. Class activities and discussions, written assignments, and quizzes will assess student knowledge of course material. Instructional PowerPoint lectures will serve as the primary teaching modality.

PCN 201 - Systems of Counseling I: Christian (3)

This course examines the history of Christian counseling as it relates to the integration of theology and psychology. Consideration is given for the broad range of approaches including: biblical counseling, levels-of-explanation, integration, and Christian psychology. Course content includes study and application of the principles and methods for effective biblical change. Prerequisite: PCN 122. 3 credits.

PCN 212 - Systems of Counseling II: Psychology (3)

This course surveys the various psychological systems of counseling beginning with the early pioneers extending to the most recent therapeutic methodologies. Consideration is given for an eclectic approach that utilizes a foundational methodology with intervention strategies from various schools of thought. 3 credits.

PCN 301 - Couples Therapy (1)

This course will utilize a weekend seminar format where students will survey various models of marital therapy. A blend of research and theory will lay the foundation for various therapeutic techniques that will be practiced by the students. The observation and critique of actual video captured sessions will be used to train students in the process of couples therapy. 1 credit.

Prerequisite: (PCN122 OR PCN201 OR PCN212 OR PCN122_).

PCN 302 - Sexual Addiction (1)

This course uses an interactive seminar format providing the student with theory of sexual addiction, etiology, and various approaches to treat those with sexual addiction. Areas of focus include pornography, paraphilia, and same sex attraction. Consideration will be given for both individual and group therapy approaches provided in a Christian counseling context. 1 credit.

Prerequisite: (PCN122 OR PCN201 OR PCN212 OR PCN122_).

PCN 313 - Trauma Informed Care & Resilience (1)

This introductory class provides the student with an opportunity to explore the psychological trauma field, including the history and current theories in the field, the nature of trauma (sexual abuse, combat, and natural disasters), and the effects of trauma and behaviors. Also, included in this course is the opportunity for the student to have the chance to review evidence-based practices in the trauma field. (1 credit)

PCN 303 - Drug and Alcohol Treatment (1)

This course is a highly interactive seminar based course which seeks to define and advance student knowledge and skill in assessment and treatment of variations of substance addictions. Consideration will be given for both individual and group therapy approaches provided in a Christian counseling context, including 12 step programs. 1 credit.

Prerequisite: (PCN122 OR PCN201 OR PCN212 OR PCN122_).

PCN 304 - Wilderness & Experiential Therapy (2)

This course is a three day/two night wilderness adventure where students actually experience a group challenge trek as an example of a wilderness therapy approach. Students will research the effectiveness of this approach and correlate with the actual experience and debrief of the weekend. The course will challenge students mentally, spiritually, and physically while enabling them to experience this type of treatment approach. 1 credit.

Prerequisite: (PCN122 OR PCN201 OR PCN212 OR PCN122_).

PCN 305 - Creative Child Therapy (1)

This course involves both theory and practice of working with children through an interactive seminar. The class will be taught off campus at a local therapy center by a professional who specializes in working with children. Cognitive Behavioral Therapeutic (CBT) interventions will be considered in conjunction with Sandtray Therapy. 1 credit.

Prerequisite: (PCN122 OR PCN201 OR PCN212 OR PCN122_).

PCN 307 - Adolescent Therapy (1)

The Adolescent Therapy course is designed to introduce students to the fundamentals of counseling adolescents. This course will address common issues facing the youth culture, development issues, approaches to counseling methods, and special topics pertaining to adolescents. In addition to assigned readings, class presentations and discussion of the outlined material, students will be afforded the opportunity to research and address issues of special interest to them. 1 credit.

Prerequisite: (PCN122 OR PCN201 OR PCN212 OR PCN122_).

PCN 308 - Family Systems (1)

This course introduces the student to a family systems approach to working with couples and families. Understanding marriage and family life from a biblical perspective will provide a foundation for understanding healthy versus pathological marriage and family dynamics with a view toward assisting families within a systems framework. It will incorporate ethical issues and core social work values for helping couples and families. 1 credit.

Prerequisite: (PCN122 OR PCN201 OR PCN212 OR PCN122_).

PCN 309 - Bereavement (1)

This course seeks to provide students with specialized training in grief and loss work. Students will survey research and theory on various approaches with a focus on biblical response to the process of grief. This course will provide exposure to community resources including Hospice and Grief Share. Students will develop a ministry model for enabling a church to address the needs of congregants dealing with grief and loss. 1 credit.

Prerequisite: (PCN122 OR PCN201 OR PCN212 OR PCN122_).

PCN 310 - Critical Incident Stress Management (CISM) (1)

This course prepares students to give immediate help to people experiencing crises. It will apply a short-term crisis intervention model for assessing and helping persons regain stability during the crisis experience. Simulations and role-playing activities will be used to model crisis intervention with situations including but not limited to: the loss of a loved one, emergency personnel debriefing, suicide, drug overdose, loss of personal property due to natural disaster. (1 credit)

PCN 314 - Adolescent Therapy (3)

The Adolescent Therapy course is designed to introduce students to the fundamentals of counseling adolescents. It addresses common issues facing youth culture, developmental issues, approaches to counseling methods, and special topics pertaining to adolescents. In addition to assigned readings, class presentations and discussion of the outlined material, students are afforded the opportunity to research and address issues of special interest to them. 3 credits.

PCN 322 - Group Leadership Skills (3)

This course builds upon the contents of PCN 122 Group Experience and Self-Evaluation. The course focuses on the development of knowledge and skills necessary for understanding and facilitating group process. This course is conceptual and experiential in nature, introducing the student to various group models, issues of group dynamics, group process, leadership styles, and group facilitation skills. The student also demonstrates these skills through leadership of an actual group. Prerequisites: PCN 122 and PCN 212. 3 credits.

Prerequisite: (PC212 OR PC222 OR PCN212 OR PCN122_).

PCN 332 - Abnormal Psychology (3)

Abnormal Psychology is a course designed to introduce students to various emotional conditions. Utilizing a seminar-type format, the class integrates key case studies into the main structure of the course. This process involves students and the instructor, thereby enhancing the learning process. That is, students participate in team teaching opportunities in order to combine lecture and case study material. Students discuss mood/state problems along with personality disorders in a way that underscores the extent of Adam's fall as expressed in human nature. Prerequisite: SOC 101. 3 credits.

Prerequisite: (SOC101 OR SS101).

PCN 333 - Expressive Therapies (1)

This course surveys various expressive therapies and their effectiveness for certain clients. Models for consideration include expressive and receptive music therapy, art therapy, and dance therapy. The seminar will be instructive in nature and highly interactive. 1 credit.

Prerequisite: (PCN122 OR PCN201 OR PCN212 OR PCN122_).

PCN 335 - Research Design (3)

The course is designed to introduce students to elementary concepts in research and social science literature. Coursework focuses on the mechanical aspects of designing and writing research projects. Students with particular interests in statistics and publishing papers may obtain direct training in these areas through ancillary courses offered within the broader program. Participants in the research design class explore ethical standards, means for deriving viable study/research material, stages in developing a research paper, along with issues of reliability and validity. Although the primary emphasis is on quantitative research, students have opportunities to review qualitative approaches as well. Prerequisite: MAT 216. 3 credits.

Prerequisite: (MAT216N OR MA216 OR MAT216).

PCN 336 - Family Systems (3)

This is an undergraduate course focusing on issues and approaches related to assessing and counseling couples and families. It includes understanding marriage and family life from a biblical perspective, healthy versus unhealthy marriage, and family dynamics, different approaches for working with couples and families, and ethical issues and core social work values for helping couples and families. 3 credits.

PCN 351 - Therapy Lab I (1)

The course will meet for one class at the beginning of the semester wherein students will be informed of the process of Therapy Lab. Each student will be paired with a therapist. Therapist and student will meet together for 10 one hour appointments throughout the semester. Goals and objectives will be developed by the student facilitated through the counselor and followed through during the course of therapy. Students will benefit from the two-fold approach of this course: provide client experience of therapy and provide opportunity for the student to work through their own life difficulties and personal development issues. Professional and ethical confidentiality will be maintained throughout. 1 credit.

PCN 352 - Therapy Lab II (1)

The course will meet for one class at the beginning of the semester wherein students will be informed of the process of Therapy Lab. Each student will be paired with a therapist. Therapist and student will meet together for 10 one hour appointments throughout the semester. Goals and objectives will be developed by the student facilitated through the counselor and followed through during the course of therapy. Students will benefit from the two-fold approach of this course: provide client experience of therapy and provide opportunity for the student to work through their own life difficulties and personal development issues. Professional and ethical confidentiality will be maintained throughout. 1 credit.

Prerequisite: (PCN122_ AND PCN201 AND PCN212).

PCN 411 - Theories of Personality (3)

This course investigates the historical theories of personality with special consideration for current trait theory. Abnormal personality and personality development relative to Christian formation are studied. Personality assessment is researched and applied through student examination and presentation. Additionally, learning occurs through course instruction, direct observational assignments, textbook, and professional literature reading. Prerequisite: PCN 212. 3 credits.

Prerequisite: (PC212 OR PCN212).

PCN 417 - Biopsychology (3)

The student will be presented with information regarding biological systems and their relatedness to psychological state. To approach this topic, a greater understanding of major biological systems of the human body must be developed. To aid the student's learning process, visual aids of the body's infrastructure and systems will be produced through computer-generated facsimile.

PCN 422 - Intercultural Counseling Experience (3)

This cross-cultural counseling course seeks to provide the student with exposure to counseling ministry within diverse populations. The structure of the course entails one week off campus in a selected location outside Pennsylvania. Students are given materials to read prior to travel. Ministry opportunities will vary according to location. Participation in student groups for self-evaluation comprises the majority of the overall experience. Ministry at the chosen location consists of service to residents through member care, observation of groups, co-facilitating groups, assisting family, and children ministries. Prerequisite: PCN 322. 3 credits.

Prerequisite: (PCN122_ OR PCN201 OR PCN212).

PCN 433 - Creative Child Therapy (3)

This introductory course instructs the student in the various methods and interventions of child therapy. Consideration is given to the history of the child therapy development, childhood pathology, and treatment options. The creative aspect of the course involves a hands-on approach to the student learning about effective means to provide needed therapeutic care. The student is given a wide range of treatment ideas and concepts for future professional use. 3 credits.

PCN 456 - Field Service (2)

This progression of field experience courses enable students to apply learned methodologies to real world counseling situations. Each student selects a field service site and participates in delivery of services in accordance with organization requirements. Some students encounter face to face opportunities, while others work in groups, direct care, or observation of clients. Prerequisite: PCN 352. 2 credits.

PCN 457 - Field Seminar (3)

This hybrid capstone course completes the professional counseling program. The course consists of students completing their field service experience and a weekend seminar retreat wherein students finalize professional portfolio complete with resume and examples of academic performance to present to the graduating seniors and faculty. Prerequisite: PCN 456. 3 credits.

Prerequisite: (PC456 OR PCN456N OR PCN456).

PCN 458 - 5-Year PCN Field Seminar (3)

This progression of field experience courses enables students to apply learned methodologies to real world counseling situations. Each student selects a field service site and participates in delivery of services in accordance with organization requirements. Some students encounter face to face opportunities, while others work in groups, direct care, or observation of clients. 3 credits.

PCN 480 - Selected Topics in Professional Counseling (1)

Selected Topics provides opportunities to (intermittently) offer relevant and timely courses not offered in the standard curriculum but of immediate interest and concern to students or faculty. 3 credits.

PCN 490 - Independent Study (3)

An independent study in a specialized area of professional counseling may be arranged through a faculty member teaching in the subject area. The student must be a junior or senior and have a minimum GPA of 3.00 to be eligible. Request forms are available in the Registrar's Office. 3 credits.

PHE - Physical Education

PHE 111 - Soccer/Volleyball (1)

This course includes the teaching of the fundamentals of individual skills and team formations of soccer. Topics discussed include technical skills such as passing, receiving, dribbling a soccer ball, and the tactical knowledge of defense and offense. In addition, this course includes instruction in the fundamental skills of volleyball. Basic strategies, team play, and physical fitness are emphasized. 1 credit.

PHE 115 - Basketball/Softball (1)

This course includes the development of individual basketball skills as well as the concepts of team play. In addition, this course covers instruction in the fundamental skills of softball. Good defensive positioning and strategy are also emphasized. Lifetime fitness and wellness are stressed in this course. 1 credit.

PHE 117 - Flag Football/Basketball (1)

This course acquaints students with the rules, fundamental skills, techniques, and strategies of flag football. It teaches the students how to effectively participate in this enjoyable recreational sport. In addition, this course includes the development of individual basketball skills as well as the concepts of team play. Lifetime fitness and wellness are stressed in this course. 1 credit.

PHE 119 - Badminton/Ultimate Frisbee (1)

This course is designed to provide students with an overview of the fundamental skills, knowledge, and strategy required for the game of badminton. The activity is presented as a recreational, competitive, and social sport that can be enjoyed as a lifetime activity. In addition, this course includes instruction in individual skills and team play concepts of Ultimate Frisbee. Lifetime fitness and wellness are stressed in this course. 1 credit.

PHE 121 - Bowling/Tennis (1)

This course is designed to provide students with instruction related to the basic bowling techniques of approach, ball grip, and delivery as well as score-keeping. In addition, this course stresses the fundamental skills, rules, and strategies of tennis with emphasis on physical fitness. This course reviews the basic skills of tennis and more advanced skills and stresses the strategies with an emphasis on singles and doubles play. Lifetime fitness and wellness are stressed in this course. 1 credit.

PHE 123 - Strength Training (1)

This course is designed to teach the student the techniques, fundamentals, and different philosophies of weight training. Each student designs and establishes an individual weight training program. Lifetime fitness and wellness are stressed in this course. 1 credit.

PHE 125 - Physical Fitness (1)

This course is designed to teach students the total realm of physical fitness. The methods of measuring an individual's own degree of physical fitness and the different methods of attaining it are also taught. A variety of exercise programs and activities for optimal physical conditioning and development are discussed. Individual fitness assessments and training logs provide the foundation for developing personal goals and objectives. At the completion of the course, the students set up their own individual program for gaining and then maintaining physical fitness. 1 credit.

PHE 127 - Golf/Exercise Walking (1)

This course is designed to provide students with the fundamental skills and knowledge required for the game of golf. The activity is presented as a recreational, competitive, and social sport that can be enjoyed as a lifetime activity. In addition, this course is an introduction to walking as a lifetime fitness activity as well as the physiological benefits of walking and its contribution to wellness. Lifetime fitness and wellness are stressed in this course. 1 credit.

PHE 129 - Rhythmic Movement (1)

This course is designed to give an overview of rhythmic movement. The student develops fundamental rhythmic skills involved in music and movement activities. Lifetime fitness and wellness are stressed in this course. 1 credit.

PHE 133 - Cycling (1)

This course is designed to give students an understanding of and the ability to establish an exercise program involving riding. Basic equipment repair and techniques for short, medium, and long distance are discussed. Lifetime fitness and wellness are stressed in this course. 1 credit.

PHE 135 - Lawn Games (1)

This course is designed to introduce students to lawn games as a portion of one's lifetime fitness activity. Topics to be covered include croquet, bocce ball, horse shoes, badminton, and Frisbee golf. Emphasis is placed on fundamental skills, knowledge of rules, and strategies of each activity. Lifetime fitness and wellness are stressed in this course. 1 credit.

PHE 140 - Taekwondo (1)

This course is designed to introduce the students to the Korean martial art Taekwon-Do and the principles it contains for self-improvement. Students will explore physical training, history, culture, language, and philosophy as they interact with the martial art. Throughout the course, students will be challenged to analyze Taekwon-Do through a biblical worldview as they engage a foreign culture in their studies. The class will walk the students through the five components of Taekwon-Do as they experience the martial art in training their minds and bodies. (1 credit)

PHE 150 - Intercollegiate Sport (1)

The student successfully completes one season of participation on a Lancaster Bible College intercollegiate sport team. The student is evaluated on participation, involvement, sportsmanship, and service. 1 credit.

PHE 170 - Aquatics (2)

This course is designed to provide swimming instruction, water safety principles, and CPR training to beginning and novice swimmers. Life guarding training is offered to advanced swimmers. 2 credits.

Prerequisite: (HPE105).

PHE 180 - Sports & Games (2)

This core course is designed to assist students in preparing appropriate sports and game activities for children, youth, and adults. Students explore the developmental stages of growth as they relate to play and games. Students also explore fundamental strategies of sports and games for efficient play and providing a safe environment for play. The interaction of non-traditional gaming and traditional sports and the impact on team performance and personal growth are a consistent theme. 2 credits.

PHE 190 - Team Sports (2)

This course is designed to introduce students to the games of softball, soccer, volleyball, and basketball. Emphasis is placed on the fundamental skills, rules, and basic strategies for each sport. Lifetime fitness and wellness are stressed in this course. 2 credits.

PHE 245 - Lifelong Wellness and Physical Fitness (3)

This course examines all the dimensions of health and wellness. An emphasis is placed on the factors that influence health and wellness, particularly individual behaviors. Students participate in exercise sessions and self-assessments that provide feedback about their health status. In addition, students will learn strategies to improve lifetime health and wellness in order to maintain a healthy lifestyle. (3 credits)

PHE 310 - Personal Health & Nutrition (2)

This course is designed for the physical education major and introduces students to the areas of personal health and nutrition. Emphasis will be placed on both the roles and the assessment of each area. Prerequisite: HPE 105. 2 credits

Prerequisite: (HPE105).

PHE 314 - Individual Sports (2)

This activity course is designed to introduce students to both the racquet sports of racquetball and tennis and to the lifetime sports of bowling and golf. Emphasis is placed on the fundamental skills, rules, and strategies for each sport. Lifetime fitness and wellness are stressed in this course. 2 credits.

PHE 322 - First Aid & Athletic Training (3)

This course is designed to give the student an introduction to the prevention, recognition, treatment, and rehabilitation of athletic injuries. Taping, care of common injuries, conditioning, basic anatomy, and training programs are discussed. American Red Cross CPR and American Sport Education Program for First Aid certifications may be granted upon successful completion of the course. 3 credits.

PHE 480 - Selected Topics in Physical Education (3)

Selected topics provide opportunities to (intermittently) offer relevant and timely courses not offered in the standard curriculum but of immediate interest and concern to the students or faculty. 3 credits.

PHE 490 - Independent Study (3)

An independent study in a specialized area of physical education may be arranged through a faculty member teaching in a subject area. The student must be a junior or senior and have a minimum GPA of 3.00 to be eligible. Request forms are available in the Registrar's Office. 3 credits.

PHI - Philosophy

PHI 201 - Introduction to Philosophy (3)

This course is an introduction to the major classical problems contextualizing issues in philosophy and the relevance of these to the Christian faith. It will focus on major philosophical arguments within various worldviews and subsequently analyze them in light of a biblical worldview. 3 credits.

PHI 301 - Philosophy of Religion (3)

This course is an introduction to the major classical problems and issues in the philosophy of religion and the relevance of these to Christian faith. It is strongly recommended that the student have taken PHI 201 Introduction to Philosophy before enrolling in Philosophy of Religion. 3 credits.

Prerequisite: It is strongly recommended that the student have taken PHI 201 Introduction to Western Philosophy before having enrolled in PHI 301 Philosophy of Religion.

PHI 480 - Selected Topics in Philosophy (3)

Selected Topics provides opportunities to (intermittently) offer relevant and timely courses not offered in the standard curriculum but of immediate interest and concern to students or faculty. 3 credits.

PHI 490 - Independent Study (3)

An independent study in a specialized area of philosophy may be arranged through a faculty member teaching in the subject area. The student must be a junior or senior and have a minimum GPA of 3.00 to be eligible. Request forms are available in the Registrar's Office. 3 credits.

POL - Political Science

POL 100 - Introduction to Political Science (3)

This course will introduce students to the field of political science. It will review the political theories, institutions, and practices that have most influenced the world's political systems. This class will also help students develop the tools necessary to investigate and understand political problems as well as historic solutions to those problems in the light of a biblical worldview.

POL 201 - American Constitution: God & State (3)

The United States of America grew out of a European world with preset roles for both the Church and the State. National leaders coalesced colonial differences concerning the relationship between Church and State into the Constitution which they determined to be the guide for American life to follow. This class will examine different approaches to the relationship between Church and State, the principles which framed the Constitution and the historical developments in American history that applied and stretched those principles.

POL 202 - Introduction to American Government (3)

America was created by a people from literally dozens of religious, national, and ethnic backgrounds, fashioning the World's first written Constitution that stands to this day. From colonies to the Constitution and President Washington to the current president, the United States has developed one of the most unique governing systems in western history. This class will survey the creation of the American government, its development from creation to the present, and its present structure. This class will briefly contrast and compare this government with other national governments, past and present

POL 203 - American Judicial System (3)

This course will survey the function and process of a variety of courts in the U.S. from low-level district courts through appeal filings all the way to the United States Supreme Court. It will outline the history of the U.S. system and examine changes made in an increasingly technological society. Finally, the course will address current issues within the judicial system and suggest reforms and improvements. (3 credits)

POL 211 - Christianity and American Politics (3)

Since the founding of the colonies Americans have to some degree or another integrated their religion and politics. In recent decades, disagreements over the relationship between American politics and Christianity have inspired various groups, Christian and secular alike, to rethink the traditional models. This class will read relevant texts related to this issue and travel to Washington, DC, to participate in the National Association of Evangelical's Christian Student Leadership Conference. Students will listen to social and political leaders discuss key issues and policies that relate to Christian thought and culture. (3 credits)

POL 250 - Law and Public Policy (3)

This course covers the legislative process as it pertains to current events, social questions, and the dynamics of the American political system. (3 credits)

POL 310 - Constitutional Law and Criminal Procedure (3)

This course examines the origins and sources of criminal law as it has developed in the U.S. Students will gain an overview of the historical foundation of rights accorded those involved in the criminal process as well as the limitations placed on government actors. (3 credits)

POL 315 - Ethical Issues in Public Policy (3)

This course will connect the foundations of ethical thought to everyday practice among public policy professionals. Professionals in the public policy space often have a tremendous amount of discretion in how they perform their various duties and how they approach solutions to public policy problems. The course will examine the biblical foundations of ethics and investigate case studies on which students can reflect as they prepare to enter the public policy arena

Prerequisite: None.

POL 320 - Criminal Law

This course explores Criminal Law, through the study of (a) general legal concepts from the Model Penal Code developed by the American Law Institute and (b) pertinent court decisions. Topics will include the elements of crime, the nature of criminal responsibility, defenses to crime and substantive offenses. The course will utilize case studies and recent legal decisions to illustrate the material. (3 credits)

POL 380 - Preparing for Law School (3)

This course is designed specifically for upperclassmen who may have some interest in the law. Following a curriculum regularly used in the first year of law school, the course introduces students to the ideas and concepts that underlie the legal system in the United States. Drawing on basic legal doctrines and principles, the course will examine the minimal social expectations embodied in the law, and discuss the nature of individual obligation and professional accountability in society. Finally, the course will explore broader moral responsibilities by drawing upon biblical norms and values necessary for a vibrant, flourishing community. (3 credits)

Prerequisite: This course is for juniors and seniors or any others by special permission from the Professor.

POL 415 - Soul Care for the Public Policy Professional (3)

This course will prepare public policy professionals for the spiritual warfare encountered in this profession and will equip students to navigate these challenges with biblically-informed discernment. The primary goal of the course is to develop strategies to prevent compassion fatigue, professional burnout, and personal moral failure.

Prerequisite: None.

POL 480 - Selected Topics in Government (3)

Selected Topics provides opportunities to (intermittently) offer relevant and timely courses not offered in the standard curriculum but of immediate interest and concern to students or faculty. 3 credits.

POL 490 - Independent Study (3)

An independent study in a specialized area of political science may be arranged through a faculty member teaching in the subject area. The student must be a junior or senior and have a minimum GPA of 3.00 to be eligible. Request forms are available in the Registrar's Office. 3 credits.

PRO - Communication and Media Arts

PRO 101 - Introduction to Electronic Media (3)

This is an introductory course to electronic media with specific application to its use in worship ministries. Basic areas covered include visual (still, video, streaming) and audio editing and production, Flash presentations, related software applications (Powerpoint®, worship preparation software, ProPresenter®), related web-based resources, basic recording techniques, and the use of media in worship ministries. 3 credits.

PRO 120 - Live Sound I (3)

This course introduces the student to a biblically-based and theoretically-effective use of live sound reinforcement based on broad technical knowledge within the context of professional ministry. The fundamentals of sound, acoustics and live audio production, with particular focus on ministry applications, are taught with a hands-on approach. Instruction includes experience in analog and digital hardware and related software. Prerequisite(s): PRO 101. 3 credits.

PRO 133 - Musical Theatre Technician (1)

This course will equip students to support musical theater productions through the use of live production equipment and the practice of stage management and technical direction. 1 credit.

PRO 134 - Musical Theatre Technician (1)

This course is an applied study working in the Stage Management or Technical Department of a musical theater production. The student will receive hands-on practice in stage management, lighting, live video production, media/projection, or sound reinforcement. Experience will follow a typical employment model, working under a boss / mentor and alongside a Technical Director.

1 credit.

PRO 135 - Musical Theatre Technician (1)

This course is an applied study working in the Stage Management or Technical Department of a musical theater production. The student will receive hands-on practice in stage management, lighting, live video production, media/projection, or sound reinforcement. Experience will follow a typical employment model, working under a boss / mentor and alongside a Technical Director.

1 credit.

PRO 136 - Musical Theatre Technician (1)

This course is an applied study working in the Stage Management or Technical Department of a musical theater production. The student will receive hands-on practice in stage management, lighting, live video production, media/projection, or sound reinforcement. Experience will follow a typical employment model, working under a boss / mentor and alongside a Technical Director.

1 credit.

PRO 137 - Musical Theatre Technician (1)

This course is an applied study working in the Stage Management or Technical Department of a musical theater production. The student will receive hands-on practice in stage management, lighting, live video production, media/projection, or sound reinforcement. Experience will follow a typical employment model, working under a boss / mentor and alongside a Technical Director.

1 credit.

PRO 210 - Stage Management (3)

This course introduces the student to the principles and practice of stage management, with particular emphasis on the role and responsibilities of a professional technical director. Dialogue on the impact of a biblical worldview to the technical arts is inherent in the course. In addition, discussion of leadership principles, resources for character development, and discussion of administrative process are included. The course includes exposure to technical directors serving/working in the professional world of ministry and/or public venues.

PRO 220 - Live Sound II (3)

This course introduces the student to a biblically-based and theoretically-effective use of live sound reinforcement based on broad technical knowledge within the context of professional ministry. The fundamentals of sound, acoustics and live audio production, with particular focus on ministry applications, are taught with a hands-on approach. Instruction includes experience in analog and digital hardware and related software. Prerequisite(s): PRO 101 and PRO 120. 3 credits

PRO 221 - Media Technician (1)

This course is an applied study working in the Technical Department. A student will receive hands-on training in stage lighting, media/projection, and sound reinforcement. Experience will follow a typical employment model, working under a boss and alongside a Tech Crew. (NOTE: The student's Program Director/Coordinator, or delegate, will be denoted as the "LBC Internship Supervisor.") 1 credit.

Prerequisite: (PRO120).

PRO 222 - Media Technician (1)

This course is an applied study working in the Technical Department. A student will receive hands-on training in stage lighting, media/projection, and sound reinforcement. Experience will follow a typical employment model, working under a boss and alongside a Tech Crew. (NOTE: The student's Program Director/Coordinator, or delegate, will be denoted as the "LBC Internship Supervisor.") 1 credit.

PRO 223 - Media Technician (1)

This course is an applied study working in the Technical Department. A student will receive hands-on training in stage lighting, media/projection, and sound reinforcement. Experience will follow a typical employment model, working under a boss and alongside a Tech Crew. (NOTE: The student's Program Director/Coordinator, or delegate, will be denoted as the "LBC Internship Supervisor.") 1 credit.

PRO 224 - Media Technician (1)

This course is an applied study working in the Technical Department. A student will receive hands-on training in stage lighting, media/projection, and sound reinforcement. Experience will follow a typical employment model, working under a boss and alongside a Tech Crew. (NOTE: The student's Program Director/Coordinator, or delegate, will be denoted as the "LBC Internship Supervisor.") 1 credit.

PRO 240 - Intro to Filmmaking (3)

This course introduces students to the equipment, techniques, and theory surrounding film-making or video field production. Students will learn digital camera operation, basic shooting and lighting techniques, field audio recording, and basic editing and exporting. (3 credits)

PRO 301 - Live Production Internship I (0)

The internship provides pre-professional field experience under the mentoring leadership of a practitioner. Gradual involvement evolves from observation to immersion in a public worship setting while simultaneously honing artistic skill, maturing worship leadership, and participating in the administrative processes of the worship arts. Prerequisite: WOR401. 0 credits.

Prerequisite: (WOR401N).

PRO 302 - Live Production Internship II (0)

The second semester of internship continues the pre-professional field experience under the mentoring leadership of a practitioner. Involvement in worship leadership begins to include a growing role as contributor and leader in a public worship setting while continuing to hone artistic skill, mature worship leadership, and assume responsibility for elements within the administrative processes of the worship arts. Prerequisite: PRO301. 0 credits.

Prerequisite: (PRO301).

PRO 305 - Live Video (3)

This course covers video fundamentals including analog and digital technology, video signal analysis, HDTV, and evolution of the technology. Students will learn digital camera operation, basic shooting and lighting techniques, and basic editing and exporting. An introduction to video editing by working with audio, transitions, titling, and motion graphics in their productions is included. Prerequisite(s): PRO 101. 3 credits.

PRO 310 - Staging and Illumination (3)

An introduction to the art of staging and illumination: the course will teach the fundamentals of stage lighting, including the history of lighting, illumination, lighting equipment, projection principles, color, elementary electricity, and light controls (digital and analog). Basic stage design will then be taught and related to the concepts of proper illumination. 3 credits.

PRO 311 - Electronic Media Devices (3)

This course examines the fundamentals of the installation and use of electronic media devices related to ministry applications of live performance. The student will learn the principles of resistance, capacitance, and inductance in direct current circuits; be introduced to digital electronics; be taught standard electronic/electrical practices as they relate to e-media applications. In addition, the student will gain knowledge and experience in component testing, troubleshooting skills and the application of laboratory test equipment to live situations. Finally, the student is introduced to software and digital hardware related to electronic media. Prerequisite(s): PRO 101. 3 credits.

PRO 320 - Advanced Lighting Design (3)

Building on previous training, this course develops the artistic and practical skills necessary to effectively and esthetically light live productions. Emphasis is placed on the creative application of lighting designs in theater and concert settings. Topics will include interpretation, color theory, contrast considerations for video, and automation.

PRO 321 - Co-curricular credit (1)

This course provides students with an opportunity to apply the knowledge and skills they are learning in their major. Students, under the supervision of a faculty advisor, will complete, track, and reflect on 40 hours of live production, field-specific work. 1 credit.

PRO 322 - Co-curricular credit (1)

This course provides students with an opportunity to apply the knowledge and skills they are learning in their major. Students, under the supervision of a faculty advisor, will complete, track, and reflect on 40 hours of live production, field-specific work. 1 credit.

PRO 323 - Co-curricular credit (1)

This course provides students with an opportunity to apply the knowledge and skills they are learning in their major. Students, under the supervision of a faculty advisor, will complete, track, and reflect on 40 hours of live production, field-specific work. 1 credit.

PRO 324 - Co-curricular credit (1)

This course provides students with an opportunity to apply the knowledge and skills they are learning in their major. Students, under the supervision of a faculty advisor, will complete, track, and reflect on 40 hours of live production, field-specific work. 1 credit.

PRO 332 - Musical Theater Technician (1)

PRO 333 - Musical Theater Technician (1)

PRO 334 - Musical Theater Technician (1)

PRO 335 - Musical Theater Technician (1)

PRO 336 - Video Editing (3)

This course will focus on video post-production including the basics of editing, compositing and motion graphics. Concepts and techniques of non-linear editing, compositing layers of computer generated imagery and live action video, special effects, camera movements and cinematic points of view be addressed. The development of portfolio materials will demonstrate the student's ability to design and communicate effective messages. Prerequisite(s): PRO 305. 3 credits

PRO 405 - Audio Engineering (3)

This course will be an in-depth study of the operating procedures of modern audio recording, putting into practice many of the fundamentals of sound, acoustics, and production taught in pre-requisite courses. Prerequisite(s): PRO 101. 3 credits.

PRO 420 - Stage Technologies (3)

This course introduces the student to technologies required for effective staging of live events, from hardware to software applications, building on the equipment discussed and learned in the Staging and Illumination course. A good portion of the course is spent observing and researching common practice in live production venues, permanent and touring. Prerequisite(s): THR310. 3 credits.

PRO 425 - Advanced Film & Video Production (3)

This course will allow students to work together to create a portfolio-worthy capstone short film/video production. Students will exercise their abilities to write proposals, pitch concepts, serve on a production team, budget time and resources, and work with talent. Students, under the supervision of the professor, will serve in specific roles to complete one final project as a team.

PRO 430 - Acoustics (3)

A scientific study of sound and its behavior as it relates to the live production environment. Additional application to the recording environment is included. Basic acoustic principles and practice are discussed and observed in public and private venues. Prerequisite(s): PRO 120, PRO 220, and PRO 311. 3 credits.

Prerequisite: (PRO120 AND PRO220).

PRO 450 - Live Production Practicum (1)

The practicum is an in-service program for the purpose of providing direct ministry involvement and experience under the supervision of a qualified professional and the Program Coordinator, with the approval of the department Chair. A minimum involvement of 10 hours/week is required. Open only to Seniors. Prerequisite: PRO302. 1 credit.

Prerequisite: (PRO302).

PRO 460 - Internship (3)

This course immerses students in a pre-professional experience that allows them to practice and further develop the skills taught in the major. Students will be placed in their field of interest to prepare them for a career in live production.

PRO 480 - Selected Topics in Live Production (3)

Selected Topics provides opportunities to (intermittently) offer relevant and timely courses not offered in the standard curriculum but of immediate interest and concern to students or faculty. 3 credits.

PRO 499 - Senior Project (1)

Qualified students, during the final year of studies, will undertake a project that comprehensively calls on their technical and leadership skills in Live Production. Unless otherwise approved, this is done in partnership with a Worship Arts student undertaking the Senior Worship Project.

PSC - Professional School Counseling

PSC 102 - Intro to School Counseling (3)

This course is designed to familiarize students with the work of school counseling. Opportunities for students to interview and observe school counselors enlightens the students concerning the role which school counselors play in the educational development of students, kindergarten through the 12th grade. 3 credits.

PSY - Psychology

PSY 122 - Group Psychotherapy

This course will equip students to perform in-depth self-evaluation for both personal and professional development for the psychology field. Students will develop knowledge and skills necessary for understanding and facilitating group process. This course is conceptual and experiential in nature, introducing the student to various group models, dynamics, processes, leadership styles and facilitation skills. Students will demonstrate these skills through participation in an actual group (3 credits).

PSY 143 - History and Systems of Psychology

This course will equip students with a comprehensive survey of the history of psychology from the early philosophers to present day. Various schools of psychology covered include voluntarism, structuralism, functionalism, behaviorism, Gestalt psychology, psychoanalysis, and current developments in the field. Students will be encouraged to examine each of these through the lens of a biblical worldview and postulate implications for current and future work in the field. (3 credits)

PSY 211 - Personality Theory: Development and Change

This course will equip students to investigate the historical theories of personality. Abnormal personality development and personality development relative to Christian faith development will be studied. Personality assessment will be researched and applied. (3 credits)

PSY 226 - Human Behavior & the Social Environment (3)

PSY 307 - Child Psychology

This course will equip students to utilize specialized knowledge in the psychological development and training in psychotherapeutic treatment of children and adolescents. Students will learn to assess behavior and incorporate developmentally and culturally appropriate strategies and techniques to meet the needs of children and adolescents both within the school and clinical setting. Students will examine and apply various research-based theoretical, behavioral, and play therapy techniques for psychotherapy with children and adolescents. (3 credits)

PSY 328 - Behavior Modification

This course will equip students to explore the basic principles of behavior. Students will learn about application, implementation, measurement, and evaluation of behavior management techniques in various settings including hospitals, institutions and organizations, and schools. History of behavior modification and main theoretical underpinnings will be covered. (3 credits)

PSY 332 - Psychopathology

This course will equip students to engage in a comprehensive study of psychopathology to aid the student in understanding problems of definition and classification related to mental disorders. Students will begin to develop skills in making diagnoses, a working knowledge of diagnostic categories in the current DSM Manual, and an understanding of the varying philosophies relative to diagnosis and treatment of abnormal behavior. The student will gain an understanding of the interaction of Christian belief systems with respect to viewing behavior that is normal and abnormal. (3 credits)

PSY 333 - Multicultural Psychology

A basic introduction to different cultural groups and how to work with them will comprise much of the course, along with an exploration of issues of ethnicity, diversity, and cultural biases. This course will equip students to raise their awareness and sensitivity to issues involved in cross-cultural counseling. (3 credits)

PSY 335 - Research Methods

This course will equip students to understand elementary concepts in research, social science literature, and the IRB process. Coursework will focus on the mechanical aspects of designing and writing research projects. Students with particular interest in statistics and publishing papers may obtain direct training in these areas through ancillary courses offered within the broader program. Participants will explore ethical standards, means for deriving viable study/research material, stages in developing a research paper, along with issues of reliability and validity. Although the primary emphasis will be on quantitative research, students will have the opportunity to review qualitative approaches and mixed methods as well. (3 credits)

PSY 351 - Therapy Lab

This course will equip students with the opportunity to work through their own life difficulties and personal development issues and provide client experience of therapy. Each student will be paired with a therapist. Therapist and student will meet for 10 one-hour appointments throughout the semester. Goals and objectives will be developed by the student facilitated through the counselor and followed through during the course of therapy. Professional and ethical confidentiality will be maintained throughout. (1 credit)

PSY 386 - Learning and Cognition

This course will equip students to explore traditional and current approaches to learning in humans and animals. Behavioral, social-learning, and cognitive approaches will be specifically explored. Discussion will include the development of skills such as reasoning, problem solving, memory, language, and perception. (3 credits)

PSY 415 - Practicum

This course will equip students to apply learned methodologies to real world psychotherapeutic environments, including group facilitation. Each student selects a practicum site and participates in delivery of services in accordance with organizational requirements. Some students encounter one-on-one opportunities, while others work in groups, direct care, or observation of clients. (3 credits)

PSY 420 - Physiological Psychology

This course will equip students to explore the physiological and developmental mechanisms of psychology (e.g., behavior and experience). Topics covered will include neuroanatomical development and neuropsychological functioning (e.g., sensory systems, movement, waking and sleeping, internal regulation, reproductive behaviors, emotional behaviors, biology of learning and memory, and cognition). Discussion will center on psychological manifestations of physiology. (3 credits)

PSY 444 - Social Psychology

This course will equip students to study social cognition. Current research from multicultural psychology will undergird examination of specific social psychology concepts such as influence, accuracy of one's impressions, attitudes, conformity, persuasion, group influence, prejudice, aggression, attraction, conflict, and resolution. (3 credits)

PSY 496 - Capstone Thesis I

This course will equip students to demonstrate mastery of the mechanics and rules of the IRB process and the APA writing style, while demonstrating the integration and understanding of research methods and statistics. Students will submit an empirical report written in the APA writing style. (3 credits)

PSY 497 - Capstone Thesis II

Students will orally present their written body of scholarly work that has been developed in Capstone Thesis I. With special emphasis on the voral presentation of findings, this work showcases: introductory learning of research and statistics, development of a research question and literature review, and original research conducted. Successful completion of this course entails an oral presentation and defense of the thesis to a panel of faculty. (1 credit)

SCI - Science**SCI 101 - Biology I (3)**

This course introduces the student to principles of biology at the molecular and cellular levels, as well as, energy and metabolic processes in living systems. The course investigates genetics, reproduction, and biotechnology from naturalistic and biblical perspectives. (3 credits)

SCI 101L - Biology I Lab (1)

This course provides students the opportunity to practice scientific inquiry in the field of biology through participation in laboratory-style experiments. The intent is to support the knowledge and concepts gained in a biology course while experiencing the intricacies and relationships of living systems that God created. (1 credit)

SCI 102 - Biology II (3)

This course introduces the student to the structure and function of biological systems through a selected survey of the various kingdoms within the biosphere. The course investigates taxonomy and biodiversity of fungi, plants, and animals from naturalistic evolution and biblical worldviews. (3 credits)

SCI 102L - Biology II Laboratory (1)

This course provides students the opportunity to practice scientific inquiry in the field of biology through participation in laboratory-style experiments. The intent is to support the knowledge and concepts gained in a biology course while experiencing the biodiversity and complexities of living systems that God created.

SCI 105 - Human Biology (3)

The human species is God's miraculous creation bearing his image. This course will present the introductory principles of biology focusing on human representations. Topics will include scientific inquiry, basic chemistry, cellular and organismal reproduction, genetic relationships and disorders, and body system structure and functions. Biblical and naturalistic worldviews on biological processes will be explored.

SCI 105L - Human Biology Lab (1)

This course provides students the opportunity to practice scientific inquiry in the field of human biology through participation in laboratory-style experiments and dissection. The operation of basic laboratory equipment, examination of cellular processes, and identification of anatomical structures will be included. Students will be applying knowledge and concepts acquired in a general biology course.

SCI 111 - Chemistry I (3)

This course introduces the students to chemistry topics in the context of applying these concepts to society and the world around us.

SCI 111L - Chemistry I Lab (1)

Chemistry Lab teaches students the experimental techniques used by chemists to carry out their research and analysis. (1 credit)

SCI 112 - Chemistry II (3)

This course exposes students to chemistry topics in the context of applying these concepts to society and the world around us. Topics covered include stoichiometry, chemical energy, reaction kinetics and thermodynamics. (3 credits)

SCI 112 - Chemistry Lab II (1)

Chemistry lab teaches students the experimental techniques used by chemists to carry out their research and analysis. (1 credit)

SCI 121 - Environmental Science (3)

This course addresses foundational ecological concepts at the local and global level. Students discuss making decisions about environmental issues, such as energy resources, overpopulation, and pollution, from biblical versus secular worldviews.

SCI 121L - Environmental Science Lab (1)

This course provides students the opportunity to practice scientific inquiry in the field of environmental science through participation in laboratory-style experiments and ecosystem investigations. The intent is to support the knowledge and concepts gained in an environmental science course while experiencing local environments God created. (1 credit)

Prerequisite: SCI 121 Environmental Science or concurrently enrolled.

SCI 131 - Physics I (3)

The fundamental laws governing the physical universe and their application to everyday life are explored. The student conducts algebra-based problem solving for physics relationships including mechanics and thermal physics. (3 credits)

SCI 131L - Physics I Lab (1)

Physics lab teaches students the experimental techniques used by physicists to carry out their research and analysis. (1 credit)

SCI 132 - Physics II (3)

The fundamental laws governing the physical universe and their application to everyday life are explored. The student conducts algebra-based problem solving for physics relationships including electricity and magnetism; light and optics; and quantum physics. (3 credits)

Prerequisite: SCI 131 Physics I is highly recommended but not required.

SCI 132L - Physics II Lab (1)

Physics lab teaches students the experimental techniques used by physicists to carry out their research and analysis. (1 credit)

SCI 141 - Astronomy (3)

This course covers topics dealing with the exploration of the solar system including the birth and death of stars, galactic structure, and theories about the origin and destiny of the universe. Observations and lab work are also part of this lab science course.

SCI 141L - Astronomy Lab (1)

Astronomy Lab teaches students the experimental techniques used by astronomers to carry out their research and analysis.

SCI 151 - Integrated Science I (3)

This course exposes students majoring in elementary education to a breadth of life science topics including cellular and organismal biology, human anatomy and physiology, and environmental science. 3 credits.

SCI 151L - Integrated Science I Laboratory (1)

This course provides students the opportunity to practice scientific inquiry in the life sciences through participation in laboratory-style experiments. The intent is to support the knowledge and concepts gained in a general life sciences course. Thus, the laboratory course has a core science course (SCI 151) prerequisite or should be taken concurrently.

Prerequisite: SCI 151 Integrated Science I or concurrently enrolled.

SCI 152 - Integrated Science II (3)

This course exposes elementary education students to a survey of the physical sciences. Foundational discoveries and achievements in physics, geology, and meteorology are presented. Application of some topics is accomplished through basic problem solving from everyday life experiences.

SCI 152L - Integrated Science II Laboratory (1)

This course provides students the opportunity to practice scientific inquiry in the physical sciences through participation in laboratory-style experiments. The intent is to support the knowledge and concepts gained in a general physical sciences course. Thus, the laboratory course has a core science course (SCI 152) prerequisite or should be taken concurrently. (1 credit)

SCI 180 - Human Biology (3)

The human species is God's miraculous creation bearing His image. This course will present the introductory principles of biology focusing on human representations. Topics will include scientific inquiry, basic chemistry, cellular and organismal reproduction, genetic relationships and disorders, and body system structure and functions. Biblical and naturalistic worldviews on biological processes will be explored. (3 credits)

SCI 180L - Human Biology Lab (1)

This course provides students the opportunity to practice scientific inquiry in the field of human biology through participation in laboratory-style experiments and dissection. The intent is to support the knowledge and concepts gained in a human biology course. Thus, the laboratory course has a core science course (SCI 180) prerequisite or should be taken concurrently. (1 credit)

Prerequisite: SCI 180 Human Biology or concurrently enrolled.

SCI 201 - Human Anatomy and Physiology I (3)

This course is designed to expand the student's knowledge and understanding of the organization, structure, and function of the human body. The course will focus on cells, tissues, the integumentary, skeletal, muscular, nervous, and endocrine body systems. Homeostatic mechanisms as related to human health will be emphasized along with the amazing interrelatedness in God's design. (3 credits)

SCI 201L - Human Anatomy & Physiology Lab I (1)

This course provides students the opportunity to practice scientific inquiry in the field of Anatomy and Physiology using a lab-based systems approach. Observing comparative anatomy microscopically and from dissection will allow students to integrate structural-functional relationships at various levels of organization. The intent is to support the knowledge and concepts gained in an anatomy and physiology course. Thus, the laboratory course has a core science course (SCI 201) prerequisite or should be taken concurrently.

Prerequisite: SCI 201 Human Anatomy and Physiology or concurrently enrolled.

SCI 202 - Human Anatomy and Physiology II (3)

This course is designed to expand the student's knowledge and understanding of the organization, structure, and function of the human body. The course will focus on cardiovascular, lymphatic, respiratory, digestive, urinary, and reproductive systems. Homeostatic mechanisms as related to human health will be emphasized along with the amazing interrelatedness in God's design. (3 credits)

SCI 202L - Human Anatomy and Physiology II Laboratory (1)

This course provides students the opportunity to practice scientific inquiry in the field of human anatomy and physiology through participation in a laboratory-based systems approach. The intent is to support the knowledge and concepts gained in an anatomy and physiology course while observing actual and comparative structures that God has created. (1 credit)

Prerequisite: SCI 101, SCI 180, SCI 202 Human Anatomy and Physiology II or concurrently enrolled.

SCI 221 - Field Ecology (3)

This course investigates how organisms interact with each other and the physical aspects of their environment at the population, community, and ecosystem levels. The course explores various ecological topics, such as niche, natural selection, biomes, and conservation with biblical stewardship.

SCI 221L - Field Ecology Lab (1)

This course provides hands-on field experience in ecological interactions. Proper identification of many local trees and wildlife species is taught in relationship to stewardship and management roles. Students explore terrestrial and stream ecosystems and gain experience in sampling, analyzing data, and drawing conclusions from experimentation. (1 credit)

SCI 301 - Kinesiology (3)

This course is designed to help students acquire a fundamental understanding of selected mechanical and anatomical laws of motion, force dynamics, and the study of mechanical structure and motion. Students will be able to use and apply these principles to various forms of movement. 3 credits.

SCI 340 - Chemistry (3)

SCI 340L - Chemistry Lab (3)

SCI 351 - Evolution/Creation - Chance or Design (3)

This course covers the major ideas that have been expounded by scientists who hold to naturalistic evolution as the cause for all that exists. It also covers the concepts of intelligent design theory and creation by a Designer. Historical information and cutting edge ideas are studied from various subject fields in the sciences and the philosophical/theological ideas set forth by both evolutionists and creationists. Laboratory work that relates to the subject from various sciences is also part of this course (3 credits).

SCI 351L - Evolution/Creation - Chance or Design Lab (0)

Laboratory for SCI 351

SCI 381 - Forensics (3)

This course explores the application of science to the legal process. Forensic science is a multidisciplinary course drawing from students' prior acquired knowledge in biology, chemistry, physics, algebra, and English classes. Students will participate in hands-on activities related to common crime scene evidence such as blood and DNA analysis, fingerprint evidence, and ballistics reports in the process of solving crimes and mysteries with the use of their acquired science skills and will explore from a biblical perspective how scientists play a role in the judicial system. This is an elective credit and does not fulfill credit for the core science requirement.

Prerequisite: Lab science requirements met.

SCI 401 - Exercise Physiology (3)

This course is designed to introduce the physiologic adjustments of major organs and body systems to exercise, including theories and principles for improving performance.

SOC - Social Science

SOC 101 - General Psychology (3)

This is a course designed to introduce the student to elementary concepts in psychology. The students pay particular attention to the interface between a biblical worldview and the propositions of contemporary psychology. Topics of discussion include the following: learning, memory, motivation, emotion, personality theories, etc. Students are better prepared for service as they integrate concepts from this class into their ministry endeavors. 3 credits.

SOC 203 - Principles of Sociology (3)

Sociology is designed to study the concepts and terminology relevant to sociological study and analysis. The research base and methodological procedures employed in sociology are examined to establish the context for further investigation of the scholarly concerns of sociology— subsequent study concerns major facts of sociological investigations reflecting areas which prominent sociologists have considered most important.

SOC 224 - World Regional Geography (3)

Students will examine world regions and their geographic character with an emphasis on political, social, and economic patterns. Students will develop information literacy skills by utilizing maps, charts and statistics to gain an understanding of the world. Finally, students will investigate a Christian perspective of world culture and Christian stewardship as those topics relate to geography. 3 credits.

SOC 228 - Principles & Techniques of Counseling (3)

This introductory course aims to apprise students of the basic tools necessary for effective counseling. As might be expected, the course covers a broad range of topics ranging from professional ethics to specific techniques used in therapy. Although most of the current theories and techniques are not necessarily derived from specific scriptural texts, a biblical worldview is foundational to the views advanced in this class. To that end, students are encouraged to interact with several sources outside the classroom setting in order to provide rich illustrations for the benefit of their classmates. Prerequisite: SOC 101. 3 credits.

Prerequisite: (SOC101 OR SS101).

SOC 271 - Biblical Archaeology (3)

This introduction to the history and practice of archaeology also includes a study of significant archaeological finds as they illuminate both the Old and New Testaments. 3 credits.

SOC 272 - Biblical Geography (3)

A study of the geography of the land of Israel is engaged in by text and touring. Land areas, vegetal growth, water courses, trade routes, and city locations are identified. 3 credits.

SOC 304 - Criminology (3)

This course exposes the student to the scientific study of crime and criminal behavior. Where the study of criminal justice covers how the justice system investigates, prosecutes and controls or punishes those who commit crimes, the field of criminology explores why people commit crime and what got them entangled in the justice system. The class will examine basic concepts and terminology about theories of crime, victimology, and anti-social behavior. (3 credits)

SOC 305 - Sport Psychology (3)

This course explores the value of the mental aspect of athletics and leads to a better understanding of mental discipline in relation to athletic performance. 3 credits.

SOC 322 - Significance of Women in Christian Culture (3)

This course presents a historical and biblical overview of the women who played key roles in the growth of Christianity and the church. The ministry accomplishments of women will be studied in light of the biblical truth and cultural perspectives. The course will also examine the attitudes of leaders within the culture including the perspective modeled by Jesus. 3 credits

SOC 325 - Human Growth & Development (3)

This course overviews human development throughout the entire life span, with its implications for effective communication and ministry with individuals of various ages. Designed to develop sensitivity to people and their various needs, the course provides a study of the development of individual physical, social, mental, emotional, and spiritual characteristics and their relationship to a basic understanding of a professional context.

SOC 326 - Educational Psychology (3)

This course is a study of the psychological aspects of development and learning with emphasis on the nature of intelligence, individual differences and the learning process. 3 credits.

SOC 330 - Cultural Anthropology (3)

This course introduces the concepts of cultural anthropology in order to appreciate the richness and variety of human life in the past and contemporary worlds. Attention is given to the interface between a biblical worldview and the propositions of cultural anthropology. This course will benefit those serving in various sub-cultures. 3 credits.

SOC 412 - Sociology of Sport (3)

This is a required course for students in the sport management curriculum and is designed to assist students in understanding the sociological aspects of sport in our culture as well as other cultures in an attempt to prepare them to use sport as a tool for management. (This course is cross-listed as SPM 412.) 3 credits.

SPF - Church Ministry Leadership

SPF 210 - Personal Spiritual Formation (3)

This course will provide an overview of the key elements of personal spiritual transformation. This highly interactive class is designed for those who desire to deepen their intimacy with God and grow in their personal walk with God. The class will not only provide biblical principles and instruction, but also space for exploration and growth within a community context. 3 credits.

SPF 310 - Spiritual Formation in Church Ministries (3)

This course explores principles of spiritual formation in the corporate life of the church. Focusing on a holistic overview of the church's ministries, the student will discover avenues to develop environments that promote spiritual formation within the context of biblical community. The impact of faith development principles on spiritual formation at different life stages will be studied. 3 credits.

SPM - Sport Management

SPM 100 - Sport Management Seminar (0)

This biweekly seminar, required of all Sport Management majors, provides an opportunity for student leadership activities, departmental dialogue, discussion of current topics relevant to the field and guest lectures.

SPM 105 - Introduction to Sport Management (3)

This introductory course in the sport management program is designed to provide the student with an overview of the tools necessary in organizing and administering a sport management program. General principles, basic sport management skill development as well as practices and concepts in the sport management field will be discussed.

SPM 114 - Introduction to Accounting (3)

The fundamental aspects of the accounting discipline are surveyed, focusing on significant accounting concepts and the function, preparation, and analysis of financial statements. The unique challenges of sport related business will be addressed. This course does not meet the math requirement. 3 credits.

SPM 130 - Sport Communication (3)

This course provides the student with an understanding of the uses of sport communication at the professional, parachurch, and church levels. The course covers the role of communications in management, news release writing, working with and utilizing the various forms of media, the expanding use of the internet in communications and sports, crisis management, pitching stories, interviews, and ethics. Emphasis is placed on development communication, telecommunication, audio-visual communication, mass communication, sports information, public relations, and community relations. 3 credits.

SPM 140 - Fundamentals of Coaching (3)

This course is designed to teach the principles, techniques, and strategies of coaching individual and team sports. In addition, an overview of the philosophy and psychology of coaching are examined. National coaching certification through The American Sport Education Program (ASEP) is also granted upon successful completion of course requirements. 3 credits.

SPM 175 - Sport Management Field Exploration (1)

This freshman level course is an on-campus sport management opportunity to introduce the students in the sport management/ministry program to a variety of activities compatible with athletic and recreational sporting events and experiences. The course will focus primarily on game/event administration. A minimum of 10 hours is required for each successful completion. 1 credit.

SPM 190 - Team Sports (3)

This course is designed to introduce students to the games of softball, soccer, volleyball, and basketball. Emphasis will be placed on the fundamental skills, rules, and basic strategies for each sport.

SPM 210 - Sport In Ministry (2)

This course will examine the relationship between sport and ministry. While sport is seen as a universal language opening doors for ministry, there are also challenges that need to be addressed. Students will explore these complex issues and develop strategies to use sport as a platform for ministry. Students will formulate a biblical response to current societal issues that arise when faith and sport collide.

SPM 225 - Coaching Baseball (1)

This course is designed to provide the student with the necessary procedures and techniques to coach baseball. Managerial, discipleship, and technical coaching skills required by sport/athletic administrators and head coaches at all levels are addressed within this course and these will be viewed as a means of building biblical character in the athlete. Emphasis will be placed on how to teach the fundamental skills, organize practice time, and implement basic team strategies. In addition, students will see baseball as an outreach to the community.

SPM 235 - Coaching Basketball (2)

This course is designed to provide the student with the necessary procedures and techniques to coach basketball. Managerial, discipleship, and technical coaching skills required by sport/athletic administrators and head coaches at all levels are addressed within this course and these will be viewed as a means of building biblical character in the athlete. Emphasis will be placed on how to teach the fundamental skills, organize practice time, and implement basic team strategies. In addition, students will see basketball as an outreach to the community.

SPM 245 - Coaching Soccer (1)

This course is designed to provide the student with the necessary procedures and techniques to coach soccer. Managerial, discipleship, and technical coaching skills required by sport/athletic administrators and head coaches at all levels are addressed within this course and these will be viewed as a means of building biblical character in the athlete. Emphasis will be placed on how to teach the fundamental skills, organize practice time, and implement basic team strategies. In addition, students will see soccer as an outreach to the community.

SPM 255 - Coaching Track and Field (2)

This course is designed to provide the student with the necessary procedures and techniques to coach track field. Managerial, discipleship, and technical coaching skills required by sport/athletic administrators and head coaches at all levels are addressed within this course and these will be viewed as a means of building biblical character in the athlete. Emphasis will be placed on how to teach the fundamental skills, organize practice time, and implement basic team strategies. In addition, students will see to use track field as an outreach to the community.

SPM 265 - Coaching Softball (1)

This course is designed to provide the student with the necessary procedures and techniques to coach softball. Managerial, discipleship, and technical coaching skills required by sport/athletic administrators and head coaches at all levels are addressed within this course and these will be viewed as a means of building biblical character in the athlete. Emphasis will be placed on how to teach the fundamental skills, organize practice time, and implement basic team strategies. In addition, students will see softball as an outreach to the community.
Prerequisite: PHE325. 1 credit.

SPM 270 - Sport Marketing (3)

This course is designed to give an overview of the marketing process and the marketing plan as they pertain to sport organizations. Topics to be covered include marketing terminology, formation of a marketing plan, making marketing decisions and factors that affect the successful promotion of an organization.

SPM 275 - Apprenticeship (1)

This sophomore level course consists of a supervised field experience approved in advance by a college supervisor. The student will seek to establish an apprenticeship relationship, learning by practical experience under a seasoned professional. A minimum of 60 hours is required for successful completion.

SPM 285 - Coaching Volleyball (1)

This course is designed to provide the student with the necessary procedures and techniques to coach volleyball. Managerial, discipleship, and technical coaching skills required by sport/athletic administrators and head coaches at all levels are addressed within this course and these will be viewed as a means of building biblical character in the athlete. Emphasis will be placed on how to teach the fundamental skills, organize practice time, and implement basic team strategies. In addition, students will see volleyball as an outreach to the community. Prerequisite: PHE325. 1 credit.

SPM 290 - Sport Governance (3)

This course focuses on governance structures in sport (e.g., professional, collegiate, youth, and Olympic) and policy issues (e.g., hiring policies, eligibility issues, rules compliance), as well as critically analyzing the role of intercollegiate athletics in higher education. Particular focus and discussion centers on the prevailing contemporary issues in intercollegiate athletics including financial trends, legislation, conference alignment, reform, gender equity, graduation rates, gambling, harassment, and diversity issues in coaching and management hiring.

SPM 312 - Sociology of Sport (3)

This core course for the sports management and ministry program is designed to assist students in understanding the sociological aspects of sport in both our culture and other worldwide cultures. Students are challenged to think critically about the role sport plays in society and sociological issues related to sport. The ability to understand sociological aspects of sport prepare the student to use sport as a tool for ministry. 3 credits.

SPM 315 - Administration of Sport (3)

This course is designed to give an overview of the administration of sport management. Management concepts covered include planning, organization, innovation, team development, communication, aspects of human resource management, budgeting, equipment purchase, maintenance, scheduling, and promotion in sport. Aspects of all levels of sport will be discussed: community, interscholastic, intercollegiate, and professional. (3 credits)

SPM 320 - Organizational Leadership in Sport (3)

This course is designed to provide an examination of effective leadership. Students will examine general concepts in leadership (theories, principles, traits, skills, etc.) that exist and are necessary to every sport organization. In addition, the core of organizational leadership will center on the four traditional fundamentals of management, which include: management planning, organizing, leading, and controlling. 3 credits

SPM 322 - First Aid and Athletic Training (3)

This course is designed to give the student an introduction to the prevention, recognition, treatment, and rehabilitation of athletic injuries. Taping, care of common injuries, conditioning, basic anatomy, and training programs are discussed. American Red Cross CPR and American Sport Education Program for First Aid certifications may be granted upon successful completion of the course.

SPM 325 - Fundamentals of Coaching (3)

This course is designed to teach the principles, techniques, and strategies of coaching individual and team sports. In addition, an overview of the philosophy and psychology of coaching are examined. National coaching certification through The American Sport Education Program (ASEP) is also granted upon successful completion of course requirements. 3 credits.

SPM 345 - Sport Club Management (3)

This course is designed to familiarize the student with the programs and equipment as well as the organizational and management skills that are necessary to plan and manage a quality fitness/rehabilitation facility. Emphasis will be placed on human resource management, member recruitment, retention, and profitability, operations and evaluation. Additionally, students will acquire transferable skills that can then be utilized in any sport club setting.

SPM 355 - Sport Management Internship (2)

This course is designed to provide the student with practical working experience in the area of sport management/ministry. Students will have the chance to evaluate an area or field of sport management/ministry that interests them through work experience, observation, and discussions with the job site supervisor and other students. Emphasis will be placed on the most relevant issues and concerns of how to be successful in the sport management/ministry field. Topics will include business etiquette, professional development, and the initial development of a professional portfolio, networking and other ministry related tasks. A minimum of 120 hours is required for each successful completion 2 credits.

SPM 380 - Sport in Ministry (2)

This course will examine the relationship between sport and ministry. While sport is seen as a universal language opening doors for ministry, there are also challenges that need to be addressed. Students will explore these complex issues and develop strategies to use sport as a platform for ministry. Students will formulate a biblical response to current societal issues that arise when faith and sport collide.

SPM 390 - Sport Governance (3)

This course focuses on governance structures in sport (e.g., professional, collegiate, youth, and Olympic) and policy issues (e.g., hiring policies, eligibility issues, rules compliance), as well as critically analyzing the role of intercollegiate athletics in higher education. Particular focus and discussion centers on the prevailing contemporary issues in intercollegiate athletics including financial trends, legislation, conference alignment, reform, gender equity, graduation rates, gambling, harassment, and diversity issues in coaching and management hiring. Prerequisites: SPM105, SPM312. 3 credits.

Prerequisite: (SMM105 OR SPM105).

SPM 400 - Cross Cultural Experience (1)

This course is designed to give students the opportunity to be involved in all aspects of a sports management and ministry program. Students design, prepare, execute, and evaluate a cross-cultural ministry opportunity. 1 credit.

SPM 400N - Cross Cultural Experience (0)

This course is designed to give students the opportunity to be involved in all aspects of a sports management and ministry program. Students design, prepare, execute, and evaluate a cross-cultural ministry opportunity. 0 credit.

SPM 420 - Sport Finance and Economics (3)

This course is designed to give an overview and analysis of financial and economic concepts applied to sport environments. Students will examine the biblical guidelines for financial management and stewardship. Fundraising from various constituencies will be explored. Topics to be covered include preparation of financial plans, business plans, market trends, strategic budgeting and operating budgets.

Prerequisite: (MAT220) And (MAT202 OR MAT203 OR MAT204 OR MAT211 OR MAT212 OR MAT215 OR MAT216 OR MAT217 OR MAT218 OR MAT301).

SPM 430 - Recreation Management (3)

This course addresses the needs and uses of sport and recreation in the public and private sector. This cumulative course uses strategic skills regarding personnel selection, facilities, equipment, finance, marketing, and legal aspects of sport to execute an effective sport or recreation program. Emphasis will be placed on initiating, maintaining and enhancing the sport and recreational programs of all participants.

SPM 445 - International Sport Management (3)

This course provides relevant theoretical and practical professional and biblical insights from which an undergraduate student can develop a broader awareness and perspective in understanding international sport organizations and businesses. In addition, topics will include the practice of business as it intersects with the practice of international sport opportunities.

SPM 450 - Practicum (3)

This course is designed to allow students to have direct practical experience in sports management and ministry field under a qualified professional in a local church, para-church or other professional sports organization along with a college supervisor. This culminating field experience is done in the last year of coursework and spans both semesters. The students work with a college advisor to find an appropriate placement in their area of calling in sports management and ministry. 2 credits.

SPM 470 - Sport Law & Ethics (3)

This course introduces the student to the fundamental tenets of the law, the legal structure, and basic legal terminology. Students will examine various types of law such as contracts, torts, and the ways in which these laws affect the sport environment. The review of law and ethics include an investigation of the biblical perspective on these topics. The material seeks to heighten the student's awareness of the preventive measures that can be taken to reduce the risk of liability within various sport settings. 3 credits.

SPM 475 - Facility/Event Management (3)

This course is designed to give the student guidelines for the planning, construction, maintenance and management of various types of sport facilities as well as how to plan, run and execute an event. Students will study the various functions of operations, management, financing, security, scheduling and equipment management as it relates to facilities and event planning.

SWK - Social Work

SWK 102 - Introduction to Social Work (3)

This course will provide the student with an overview of the field and profession of social work. It will explore the purpose, function, core values, and knowledge base unique to social work, including a survey of social work history, methods, and fields of practice. Students will develop an understanding of the social work profession with emphasis on generalist practice with individuals, families, groups, organizations and communities. The course will highlight issues of discrimination, marginalization and abuse of vulnerable populations and address how the profession advocates on behalf of these groups. Students will be challenged to develop an integrative biblical approach to the field of social work. (3 credits)

SWK 201 - Social Work Methods (3)

This course is an overview of social policy development and evaluation. Student will explore the process of policy formation and the influence of historical context and societal values. Students will be challenged to analyze policy from both an agency perspective as well as from a political perspective. They will develop a better understanding of the legislative process as it applies to the development of social policy. Emphasis will be given to policies that effect social welfare clients: economic policies, income maintenance, child welfare, mental health, healthcare, aging, and civil rights legislation. Special attention will be placed on activism and advocacy and the role of the Christian social worker. (3 credits)

Prerequisite: (SWK102).

SWK 202 - Social Work Policy & Practice (3)

This course is an overview of social policy development and evaluation. Student will explore the process of policy formation and the influence of historical context and societal values. Students will be challenged to analyze policy from both an agency perspective as well as from a political perspective. They will develop a better understanding of the legislative process as it applies to the development of social policy. Emphasis will be given to policies that effect social welfare clients: economic policies, income maintenance, child welfare, mental health, healthcare, aging, and civil rights legislation. Special attention will be placed on activism and advocacy and the role of the Christian social worker. (3 credits)

Prerequisite: (SWK102).

SWK 204 - Cultural Diversity (3)

This course is designed to expand knowledge, awareness, and skills that will enable the social work student to interact successfully and respectfully with people of different backgrounds, viewpoints, and values. Students will be exposed to the need for a culturally sensitive perspective to social service delivery and explore intervention differences based on culture, race, ethnicity and socioeconomic status. They will analyze perspectives on culture, race and ethnicity as they apply to a diverse group of clients in the United States. The course will focus on people from oppressed or disadvantaged minority groups and recognize the role and influence of the majority culture on these groups. Attention will be given to recognizing the particular strengths and vulnerabilities of populations viewed as minorities. This class is designed to challenge the social work student to identify personal beliefs and biases which would prove detrimental in their work with people from groups different than their own. 3 Credits.

SWK 206 - Human Behavior & the Social Environment I (3)

This course will examine human behavior within the context of the larger collective system of social environment. Students will acquire the knowledge and skills for generalist practice including effective assessment, intervention and prevention methods. Utilizing a systems approach, students will recognize the biological, psychological, socio-cultural, and religious elements which impact human development throughout the life cycle. 3 credits.

SWK 207 - Human Behavior & the Social Environment II (3)

This course will explore human development throughout the life-cycle, beginning with pregnancy through late adulthood. Students will acquire knowledge of life events significant to individuals at all stages of life from the bio-psychosocial perspective. Life issues significant to social work practice such as mental illness, chemical/ substance abuse, teen pregnancy, eating disorder, poverty, elder abuse, and long term care will be addressed. Students should end the course with increased knowledge and skills for generalist practice including assessment, intervention, and preventive methods. 3 credits.

SWK 212 - Social Work and Child Welfare (3)

This course will provide the student with an overview of the child welfare field to include: overview of practice and system considerations, definitions, law and policy, safety and risk assessment, referral, investigation, family preservation work, family service planning, court interventions, out of home placement considerations, adoption and permanency outcomes, and the use of informal community resources in service delivery. Students will interact with case dynamics and develop critical thinking strategies to assist children and families achieve their goals, while respecting the unique diversity of each individual and family unit. A biblical worldview in work with children and youth will be imbedded throughout the course in order to assist the student develop a heart for this vulnerable population. 3 credits.

SWK 213 - Social Work & Addictions (3)

This course provides the student with an introduction to addiction, addiction treatment and understanding of the impact of addiction on the practice of social work. The student will explore current understanding of the prevention of substance abuse/dependence, aspects of food compulsions, sexual addictions, gambling, and relationship addictions. Attention will be given to components of comprehensive treatment to include a biblical approach to understanding recovery. The person-in-environment perspective will be emphasized in understanding the impact of addiction work within a social work context. From a strengths perspective, biological, psychological, social, and spiritual factors will be considered as they relate to addiction related issues. 3 credits.

SWK 214 - Social Work and Human Trafficking (3)

This course is designed to help students to expand knowledge and awareness of contemporary human trafficking and modern day slavery, both domestically and globally. Topics of discussion include historical perspectives of slavery, various forms and causes of human trafficking, psychological impact of human trafficking, resources for victims, policies and programs for addressing this social ill. The student will cultivate a biblical and practical response to human trafficking.

SWK 216 - Social Work with Older Adults (3)

This course is designed to help students expand their knowledge and awareness of contemporary issues relating to the aging population. Topics of discussion include the context of social work practice with older adults, conducting biopsychosocial-spiritual assessments, interventions, abuse and neglect, spirituality factors, work with support systems, aging-in-place models and end of life concerns. The student will cultivate a biblical perspective to social work with the aging population in order to form a compassionate response.

SWK 218 - Social Work and Disabilities Studies (3)

This course will be taught from a social work perspective, enhancing approaches to work directly with individuals with disabilities. Reflecting on the historical perspective of disability services within the US, students will develop knowledge and competency in providing direct care to the disability population. Emphasizing advocacy and social justice for those who experience a disability will prepare the student to engage in both career and ministry opportunities. Students will be encouraged to reflect on their own assumptions of disability, applying a biblical approach to their understanding.

SWK 220 - Trauma Informed Care for the Helping Professions (3)

Using a person-in-environment and strengths perspective, this course will introduce students to the impact of trauma on work with individuals, groups, families, organizations, and communities. Developing a trauma-informed perspective assists client systems in their healing, encouraging the evaluation of life experiences to achieve stability. Personal reflection will be encouraged with emphasis on the development of a personal position on self-care and trauma-informed care. Those engaged in helping professions serve a vital role in the development of a responsive, trauma-informed work environment.

SWK 265 - Professional Writing for the Helping Professions (3)

Building upon the introduction to academic writing in LAN 101, this writing-intensive course prepares undergraduate students in the helping professions to complete professional writing tasks successfully. Professional helpers interact with diverse populations in their professions, demanding the skill of accurate documentation to describe behavior and other social relationships. They also engage in research-informed practice, requiring precise writing and documentation. Topics include addressing the expectations and standards for scholarly writing, conducting searches of professional literature, using effective paraphrasing and summarizing skills, writing logically and coherently, and citing references correctly by adhering to the theoretical frameworks provided through the American Psychological Association (APA) format and case documentation. The course supports students' efforts on writing tasks assigned in future helping profession program courses. (3 credits)

SWK 301 - Organizational Social Work (3)

This course will provide the social work student with generalist intervention models and practice skills for work in a variety of social service organizations. The student will acquire skills needed to understand and work effectively within a social service organization, with emphasis given to supervision, management and leadership techniques. Macro level work with groups, neighborhoods, communities, and organizations will be surveyed. The course will challenge students to become resourceful and proactive in respond to evolving societal contexts. Students will develop an integrated biblical approach to working in social service organizations and advocating on behalf of vulnerable populations. (3 credits)

SWK 302 - SWK Practice I: Individuals (3)

This first of 3 practice course offerings will introduce students to the generalist social work method of practice with individuals (micro practice). It will include training in the strength-based, solution-focused problem solving approach, encompassing the skills of client engagement, data-collection, assessment, planning, intervention, evaluation and termination. The overall purpose of the course is to help students develop social work knowledge and skills in translating social work practice philosophy into sustainable, ethical social work in diverse situations. Students will also be exposed to practices with families and small groups (mezzo practice) in Practice II as well as practice within communities and organizations (macro practice) in Practice III. Students will participate in a junior practicum experience during this semester which fulfills the institutional requirement for the junior internship. The development of an integrated biblical model of social work delivery will be explored. 3 credits

Prerequisite: (SWK102).

SWK 303 - SWK Practice II: Family & Groups (3)

This second of 3 practice course offerings will introduce students to the generalist social work method of practice with families and groups (mezzo practice). It will include training in the strength-based, solution-focused problem solving approach, encompassing the skills of client engagement, data-collection, assessment, planning, intervention, evaluation and termination. The overall purpose of the course is to help students develop social work knowledge and skills in translating social work practice philosophy into sustainable, ethical social work in diverse situations involving families and groups. Students will already have been exposed to practices with individuals through Practice I (micro) and will also be exposed in Practice III to practice within communities and organizations (macro practice). Students will participate in a junior practicum experience during this semester which fulfills the institutional requirement for the junior internship. The development of an integrated biblical model of social work delivery will be explored. 3 credits.

Prerequisite: (SWK102 AND SWK302).

SWK 304 - SWK Practice III: Org & Comm (3)

This third of 3 practice course offerings will introduce students to the generalist social work method of practice with organizations and communities (macro practice). It will include training in the strength-based, solution-focused problem solving approach, encompassing the skills of engagement, data-collection, assessment, planning, intervention, evaluation and termination. The overall purpose of the course is to help students develop social work knowledge and skills in translating social work practice philosophy into sustainable, ethical social work in diverse situations involving organizations and communities. Students will already have been exposed to practices with individuals through Practice I (micro) and will also be exposed in Practice II to practice with families and groups (mezzo practice). Students will utilize their experience from their Field Seminar placement experience to interact with information in this course. The development of an integrated biblical model of social work delivery will be explored. 3 credits

Prerequisite: (SWK102 AND SWK202).

SWK 320 - Social Work and Mental Health (3)

This course is designed to help students to expand knowledge and awareness of contemporary issues relating to mental health. Topics of discussion include strengths-based assessment, diagnosis, understanding the DSM-5, treatment, common psychotropic medication use, therapeutic interventions and the development of a culturally responsive approach to mental health. The student will cultivate a biblical perspective to social work in the mental health field in order to form a compassionate response.

SWK 322 - Group Leadership Skills (3)

This course builds upon the contents of SWK 122 Group Experience and Self-Evaluation. The course focuses on the development of knowledge and skills necessary for understanding and facilitating group process. This course is conceptual and experiential in nature, introducing the student to various group models, issues of group dynamics, group process, leadership styles, and group facilitation skills. The student also demonstrates these skills through leadership of an actual group. Prerequisites: PCN 212, SWK 102, SWK 122. 3 credits.

Prerequisite: (SWK102 OR PCN212 OR SW102 OR PC212 OR PC222 OR SWK122N OR PCN122_ OR BC251).

SWK 332 - Abnormal Psychology (3)

Abnormal Psychology is a course designed to introduce students to various emotional conditions. Utilizing a seminar-type format, the class integrates key case studies into the main structure of the course. This process involves students and the instructor, thereby, enhancing the learning process. That is, students participate in team teaching opportunities in order to combine lecture and case study material. Students discuss mood/state problems along with personality disorders in a way that underscores the extent of Adam's fall as expressed in human nature. Prerequisite: SOC 101. 3 credits.

Prerequisite: (SOC101 OR SS101).

SWK 335 - Research Design (3)

The course is designed to introduce students to elementary concepts in research and social science literature. Coursework focuses on the mechanical aspects of designing and writing research projects. Students with particular interests in statistics and publishing papers may obtain direct training in these areas through ancillary courses offered within the broader program. Participants in the research design class explore ethical standards, means for deriving viable study/research material, stages in developing a research paper, along with issues of reliability and validity. Although the primary emphasis is on quantitative research, students will have opportunity to review qualitative approaches as well. Prerequisite: MAT 216. 3 credits.

Prerequisite: (MAT216N OR MA216).

SWK 336 - Family Systems (3)

This is an undergraduate course focusing on issues and approaches related to assessing and counseling couples and families. It includes understanding marriage and family life from a biblical perspective, healthy versus unhealthy marriage and family dynamics, different approaches for working with couples and families, and ethical issues and core social work values for helping couples and families. 3 credits.

SWK 351 - Field Service I (1)

This field experience is designed to give students opportunities in a social service setting. This course utilizes skills and knowledge from previous courses and applies them through classroom discussion, role-play, presentations, and field placement. Prerequisites: SWK 101, SWK 102, SWK 201, and SWK 202. 1 credit.

Prerequisite: (SW102 OR SW201 OR SW202 OR SWK102 OR SWK201 OR SWK202 OR SWK101).

SWK 352 - Field Service II (1)

This field experience is designed to give students opportunities in a social service setting. This course utilizes skills and knowledge from previous courses and applies them through classroom discussion, role-play, presentations, and field placement. Prerequisite: SWK 351. 1 credit.

Prerequisite: (SWK351 OR SW351).

SWK 360 - Social Work Practicum I (0)

This first of 2 Practicum experiences for the student in preparation for Senior Internship. The student will complete an experience in a human social service organization where they will be able to shadow a social worker in the field for a minimum of 30 hours during their Junior Year. Social Work faculty will assist in securing the Practicum where students are introduced to the generalist social work method of practice with individuals (micro practice). The overall purpose of the course is to help students observe and reflect on social work values and skills, translating social work practice philosophy into sustainable, ethical social work in diverse situations. The development of an integrated biblical model of social work delivery will be explored.

SWK 361 - Social Work Practicum II (0)

This second of 2 Practicum experiences for the student in preparation for Senior Internship. The student will complete an experience in a human social service organization where they will be able to shadow a social worker in the field for a minimum of 30 hours during their Junior Year. Social Work faculty will assist in securing the Practicum where students are introduced to the generalist social work method of practice with individuals (micro practice). The overall purpose of the course is to help students observe and reflect on social work values and skills, translating social work practice philosophy into sustainable, ethical social work in diverse situations. The development of an integrated biblical model of social work delivery will be explored.

SWK 400 - Cross-cultural Experience (0)

This course is an approved experience, designed to challenge and broaden the worldview of students, by placing them in a context that is in contrast to their native culture. Students are exposed to the complexity of cross-cultural communication through an immersive cross-cultural experience. The student will experience firsthand the complexities of communicating within another culture and ethically engage cross-cultural communication issues as they arise. 3 credits.

SWK 401 - Practice III: Social Work with Communities and Organizations (3)

This third of 3 practice course offerings will introduce students to the generalist social work method of practice with organizations and communities (macro practice). It will include training in the strength-based, solution-focused problem-solving approach, encompassing the skills of engagement, data-collection, assessment, planning, intervention, evaluation, and termination. The overall purpose of the course is to help students develop social work knowledge and skills in translating social work practice philosophy into sustainable, ethical social work in diverse situations involving organizations and communities. Students will already have been exposed to practices with individuals through Practice I (micro) and will also be exposed in Practice II to practice with families and groups (mezzo practice). Students will utilize their experience from their Field Seminar placement experience to interact with information in this course. The development of an integrated biblical model of social work delivery will be explored.

SWK 411 - Theories of Personality (3)

This course investigates the historical theories of personality with special consideration for current trait theory. Abnormal personality and personality development relative to Christian formation are studied. Personality assessment is researched and applied through student examination and presentation. Additionally, learning occurs through course instruction, direct observational assignments, textbook, and professional literature reading. Prerequisite: PCN 212. 3 credits.

Prerequisite: (PCN212 OR PC212).

SWK 456 - Field Service III (2)

This field experience is designed to give students opportunities in a social service setting. This course utilizes skills and knowledge from previous courses and applies them through classroom discussion, role-play, presentations, and field placement. Prerequisite: SWK 352. 1 credit.

Prerequisite: (SW352 OR SWK352).

SWK 457 - Field Seminar (3)

This course for the senior social work student is designed to apply the principles and methods learned in previous courses to specific social service situations. The class focuses on various methods for utilizing counseling techniques and other social work interventions through classroom discussions, role-play, presentations, and field placement. Students complete a portfolio that includes a resume and examples of academic performance. Prerequisite: SWK 456. 3 credits.

Prerequisite: (SW456 OR SWK456).

SWK 460 - Field Seminar I (3)

This field experience is designed to give students opportunities in a social service setting. This course utilizes knowledge; methods and skills learned in previous courses and apply them through classroom activity, assignments, discussion, role-play, presentations, and field service. This is a 6 credit course that combines class time and field work. Students will attend a three credit T/TH class as well as spend 210 hours in the field for an additional 3 credits; totaling 6 credit hours earned for this experiential course. (6 credits)

Prerequisite: (SWK102 OR SWK202 OR SWK204N OR SWK204). Corequisite: (SWK460F).

SWK 460F - SWK Internship I (3)

This field experience is designed to give students opportunities in a social service setting. This course utilizes knowledge; methods and skills learned in previous courses and apply them through classroom activity, assignments, discussion, role-play, presentations, and field service.

Prerequisite: (SWK102 OR SWK202 OR SWK204N OR SWK204). Corequisite: (SWK460).

SWK 461 - Field Seminar II (3)

This field experience is designed to give students opportunities in a social service setting. This course utilizes knowledge; methods and skills learned in previous courses and apply them through classroom activity, assignments, discussion, role-play, presentations, and field service. This is a 6 credit course that combines class time and field work. Students will attend a three credit T/TH class as well as spend 210 hours in the field for an additional 3 credits; totaling 6 credit hours earned for this experiential course. (6 credits)

Prerequisite: (SWK102 AND SWK202 AND SWK206 AND SWK207 AND SWK302 AND SWK303).

SWK 461F - SWK Internship II (3)

This field experience is designed to give students opportunities in a social service setting. This course utilizes knowledge; methods and skills learned in previous courses and apply them through classroom activity, assignments, discussion, role-play, presentations, and field service.

Prerequisite: (SWK102 AND SWK202 AND SWK204N AND SWK206 AND SWK207 AND SWK302 AND SWK303).

SWK 480 - Selected Topics in Social Work (3)

Selected Topics provides opportunities to (intermittently) offer relevant and timely courses not offered in the standard curriculum but of immediate interest and concern to students or faculty. 3 credits.

SWK 485A - Interprofessional Collaboration (0)

Students in the Junior and Senior year of study in the social work program will participate in a tiered approach to interprofessional collaboration with the medical community at Penn State Hershey Medical Center, representing the social work perspective on various collaborative teams. During the Junior year, students will attend two collaborative large-group learning opportunities to engage with medical students, nursing students, OT/PT, and other health care professionals. During the Senior year, students will attend six opportunities to share their practice knowledge as part of the collaborative team to engage, assess, intervene with and evaluate standardized clients. Additionally, seniors will contribute to the learning of others while also learning from those within the medical field. This is a 0-credit course. Part 1 of 2

SWK 485B - Interprofessional Collaboration (0)

Students in the Junior and Senior year of study in the social work program will participate in a tiered approach to interprofessional collaboration with the medical community at Penn State Hershey Medical Center, representing the social work perspective on various collaborative teams. During the Junior year, students will attend two collaborative large-group learning opportunities to engage with medical students, nursing students, OT/PT, and other health care professionals. During the Senior year, students will attend six opportunities to share their practice knowledge as part of the collaborative team to engage, assess, intervene with and evaluate standardized clients. Additionally, seniors will contribute to the learning of others while also learning from those within the medical field. This is a 0-credit course. Part 2 of 2

SWK 490 - Independent Study (3)

An independent study in a specialized area of social work may be arranged through a faculty member teaching in the specialized area. The student must be a junior or senior and have a minimum GPA of 3.00 to be eligible. Request forms are available in the Registrar's Office. 3 credits.

Prerequisite: (SWK102 AND SWK204N AND SWK206 AND SWK207).

THE - Theology

THE 105 - Prelude to Biblical & Theological Studies (3)

This course introduces students to theological and biblical thinking and studies. The course focuses on issues of methodology and approach (historically referred to as prolegomena). The doctrine of Scripture (bibliology) also receives attention. Students are introduced to major schools of theology and biblical interpretation both of the past and also the present. 3 credits.

THE 202 - Christian Political Engagement (3)

Since Jesus' proclamation that "the Kingdom of God is at hand," Christians have had to consider their relation as citizens of that kingdom to the kingdoms of this world. The American experiment in representative democracy makes this issue particularly pertinent to American Christians. In recent decades, disagreements over the relationship between American politics and Christianity have inspired various groups, Christian and secular alike, to rethink the traditional models. This class will read relevant texts related to ancient and contemporary thinking about theological and practical aspects of the issue and travel to Washington, DC, to participate in the National Association of Evangelical's Christian Student Leadership Conference. Students will listen to social and political leaders discuss key issues and policies that relate to Christian thought and culture, and will engage in seminar-style discussions of the various perspectives they encounter in their reading and conference sessions. 3 credits.

Prerequisite: BIB 106 and THE 105.

THE 220 - Christian Ethics (3)

This course will familiarize students with the discipline of ethics, including the nature of ethics, meta-ethics, and casuistry, or applied ethics. Students also evaluate ethical theories in the context of biblical standards in order to help them understand their own paradigms of ethical reasoning. (3 credits)

Prerequisite: BIB 106 and THE 105.

THE 223 - Christian Narrative I: Creation & Fall (3)

This course explores the relationship of God to humanity from the vantage point of creation and fall. Attention is given to the nature, character, and work of God (trinitarism) in creating and governing the universe, especially in his special relationship to humanity, creatures bearing the image of God (anthropology). Further attention is given to the issue of sin (hamartiology). Prerequisite: THE 105. 3 credits.

Prerequisite: BIB 106 and THE105.

THE 224 - Christian Narrative II: Redemption (3)

The course explores the relationship of God to humanity from the vantage point of redemption (soteriology), looking at the incarnation, the atonement, and the doctrine of regeneration (christology and pneumatology). The course also explores the new community of the redeemed, the church (ecclesiology). The future dimension of redemption, entailing the events of the last days (eschatology), receives attention.

Prerequisite: THE 105. 3 credits.

Prerequisite: BIB 106 and THE105 .

THE 302 - Biblical & Theological Issues in Worship (3)

Worship wars Everyone has their opinion. What does the Bible really say about modern tensions in worship? This course, designed for future and present worship leaders, is an in-depth biblical and theological discussion of the issues related to modern tensions in the use of the worship arts in the church. (This course is cross-listed as WOR 302.) Prerequisite(s): BIB 105 and THE 105. 3 credits.

Prerequisite: BIB 106 and THE105 .

THE 303 - Theology of Children, Youth and Family (3)

This course will create a strong theological foundation for holistic discipling ministry with children, youth and families anywhere. Students will explore what the Bible teaches about families against the backdrop of the diversity and complexity of families in our broken world today. They will also critically examine a spectrum of positions on theological issues surrounding ministry with children, youth and their families such as salvation, baptism, spiritual formation and social justice. Throughout, students will be challenged to apply theological understanding to practical ministry challenges. (3 credits)

Prerequisite: THE 223.

THE 304 - Drawing Near to God (3)

This course introduces the spiritual disciplines within the context of God's character. Emphasis will be placed on examining the biblical and historical principles and practices contributing to the process of sanctification/spiritual formation in a cross-cultural context. Avenues for personal application will be pursued as each student develops a Personal Plan for Spiritual Growth to guide the student in seeking to be transformed into the image of Christ. (3 credits)

Prerequisite: THE 223.

THE 305 - Theology of Disability (3)

Approximately 10% of the world's population live with a disability, so students preparing for ministry in many fields will encounter people with physical and mental disabilities, and will need to understand the context and challenges facing disabled people, as well as their potential. While the church has historically marginalized the disabled, the 650 million-member disability community is one of the largest unchurched groups on earth. Besides needing the church's witness, the disability community also has much to teach Christians about redemption, spiritual formation, and hope. This course will develop a definition of disability, explore issues of identity and social isolation that affect the disabled, consider the spiritual needs and potentials of people with varying disabilities, and examine biblical and theological resources for understanding disability in order to equip students with a robust theology of disability. In addition, students will consider how the church can embrace its obligation to minister to those who are disabled, and how to fully welcome disabled Christians into the fellowship and ministry of the church. This course will benefit any student who takes it, but will be especially useful for those pursuing careers in church ministry, education, social work, counseling, and inter-cultural studies. 3 credits.

Prerequisite: THE 223. Corequisite: THE 105 AND BIB 105.

THE 306 - Theology of Competition & Sport (3)

This course will examine scriptural principles that influence competition in life and sport. Students will gain an overview of Christian theological thought from ministry leaders, theologians and those working in sport. Throughout this course, students will articulate a personal, scripturally-based, theology of competition and sport. (3 credits)

THE 313 - Theology of Suffering (3)

Students preparing to minister in a fallen world need a solid theological understanding of the causes and consequences of personal suffering. This course is designed to surface the reality and scope of human suffering in the world, particularly as a result of illness, poverty, and individual and corporate evil, and to explore and evaluate various responses to this reality. Key biblical passages on sin, suffering, and evil are studied using exegetical techniques and are synthesized to develop an evangelical biblical theology of suffering. Finally, conclusions concerning the meaning and proper response to suffering based on this theological foundation are compared to classic Christian perspectives and current Christian and secular approaches. 3 credits.

Prerequisite: THE 223.

THE 314 - Theology of Work and Wealth (3)

Students preparing to serve God in a vocation that takes them into the world of business need a firm understanding of the nature of work as designed by God for human flourishing. This course will consider how biblical teaching and theology regarding work, wealth, and productive endeavors relate to the purpose of humans in the original creation; how these purposes have been affected by the fall; how the concepts of scarcity, productivity, and wealth are understood from various Christian and non-Christian perspectives; various possibilities for redemptive Christian engagement in the world of commerce and business; and how the implications of human activity in the eternal state inform a Christian perspective on work and wealth in the present. 3 credits.

Prerequisite: THE 223.

THE 315 - Theology of Media & Technology (3)

A study of biblical and theological portrayals of human communication and technological artifacts with the goal of understanding the role and significance of past and present attitudes toward technology, the idea of progress, and the pitfalls and potentials for Christians in evaluating, using, and producing media and technology in society. 3 credits.

Prerequisite: THE 223.

THE 316 - Theology of Social Justice (3)

Local and global conditions of economic, racial, class, and gender inequality have always been a part of human society. In the modern world, however, increasing attention has been given to societal structures as they bear on these and related issues, both as causes of inequality and as means of rectifying inequalities. While many Christians are concerned to relieve the plight of the poor, the hungry, and the oppressed, often the church has not equipped its members to think about the larger issues of justice, rights, and the role of government from a distinctively Christian worldview. This class is designed to surface, define, and examine the key issues in current discussions of social justice from a biblical and theological perspective, and seeks to guide students in formulating their own theological understanding of how the church and Christians should understand and address inequalities in society. (3 credits)

THE 320 - Christianity and Culture (3)

This course covers the twentieth and twenty-first centuries. Attention is given to events of the recent past that have shaped current horizons, to challenges facing the contemporary church, and to trends concerning the church in the near future. While exploring American Christianity, the course also looks at the global church. Analyses of the recent past, present, and near future focus on the church's interaction with culture. 3 credits.

Prerequisite: THE 223.

THE 330 - Non-Christian Traditions (3)

This course examines a variety of non-Christian traditions, comparing and contrasting their culture, history, basic beliefs, and practices with those of orthodox Christianity. 3 credits.

Prerequisite: THE 223.

THE 331 - Issues in American Christianity (3)

This course considers the historical, cultural, and theological developments of Christianity in America. Attention is given to how the American experience and context has shaped the beliefs and practices of the American church, as well as how the American church has impacted American culture. Issues from both past and present experiences are explored. 3 credits.

Prerequisite: THE 223.

THE 360 - Apologetics for the Church (3)

This is a study of the basic principles of defending and commending the Christian faith in the edification and evangelistic ministries of the local church. The foundational concepts of apologetics are covered, along with their application to modern skepticism and world religions. These concepts are applied to both the discipleship and outreach ministries of the church, focusing specifically on helping believers grasp the uniqueness of the Christian faith more firmly and clearly, and assisting them in giving an answer to those who ask them for the reason for the hope within them. Role-play, oral reports of apologetic encounters, and debate will supplement the course lectures and reading.

Prerequisite: THE 223.

THE 380 - Creativity by Design (3)

A study of how human creativity reflects God's creativity, this course explores a theologically-based design model to better understand the principles that govern the creative process and our unique role as image-bearers of the Creator. Both individual and team-based creativity are considered for application in home, marketplace, and ministry environments. 3 credits.

Prerequisite: THE 223.

THE 401 - Biblical & Theological Issues in Worship (3)

Worship wars! Everyone has their opinion, but what does God say? This course is a biblical and theological discussion of the issues related to worship within the church, based on an effective theological research process. The expected result is the ability to verbalize a biblically consistent theology and philosophy of worship. (This course is cross-listed as THE 302.) 3 credits.

Prerequisite: THE 223.

THE 411 - Role of Women in the Church (3)

This course examines various perspectives on the role of women in the church and society. Biblical, historical, and contemporary cultural issues are considered in an effort to help the student develop a personal philosophy of life and ministry. Special attention will be given to difficult passages of Scripture that address the role of women in ministry. 3 credits.

Prerequisite: THE 223.

THE 421 - Biblical Theology of Missions (3)

This course biblically and historically traces the development of God's mission (*missio Dei*) to bless all nations. Attention is given to the importance of responding to this truth by both the individual and the church. Emphasis will also be given to contemporary theological issues relative to the task of Christian missions. (This course is cross-listed as ICS 421.) 3 credits.

Prerequisite: THE 223.

THE 430 - Apologetics (3)

The following study is a basic introduction to a biblical/theological approach to apologetics, providing a foundation for further advanced study. The course will introduce the student to several fundamental issues of apologetics from a biblical, theological, presupposition approach, and also provide the student with an understanding of classical (traditional) apologetics by way of contrast. The specific development and organization of the course notes and content will be somewhat unique in its method of deriving apologetic principles from a study of the perfections of God, the nature of God's creative activity, and the nature of man and creation, though the underlying principles are largely developed from the biblical/theological apologetic thought of Cornelius Van Til. 3 credits.

Prerequisite: THE 223.

THE 451 - Conversations with Theologians (3)

This course focuses on a particular theologian, a group of theologians or a theological movement with a detailed study of appropriate history, major writings, contribution, and legacy. Attention is given to models for the student's own theological thinking. 3 credits.

Prerequisite: THE 223.

THE 480 - Selected Topics in Theology (3)

Selected Topics provides opportunities to (intermittently) offer relevant and timely courses not offered in the standard curriculum but of immediate interest and concern to students or faculty. 3 credits.

Prerequisite: THE 223.

THE 490 - Independent Study (3)

An independent study in a specialized area of theological studies may be arranged through a faculty member teaching in the subject area. The student must be a junior or senior and have a minimum GPA of 3.00 to be eligible. Request forms are available in the Registrar's Office. 3 credits.

Prerequisite: THE 223.

THR - Theater

THR 101 - Acting I (2)

An introduction to drama as a performing art with emphasis upon physical movement and the use of voice in the development of characterization, this class serves as a functional approach to the basic techniques of acting with an in class performance final. 2 credits.

THR 201 - Acting / Meisner I (2)

This course focuses on the foundation of Meisner technique, the repetition exercise. Through this exercise students learn to break through "conditioned behaviors" in order to connect to their own emotional life as well as to their acting partner. This course will prepare the students for working with less restraint and more open truthful behavior, creating a more dynamic performer. Students will also learn how to expand their emotional range and work toward making strong active choices moment to moment. (2 Credits)

Prerequisite: (THR101).

THR 202 - Acting IV (2)

Acting IV presents a perspective in the skills of preparation, performance, and professionalism in the theater. A variety of monologue and "real world" projects will be studied and performed throughout the semester, with the expectation that the student prepares as if ready for work in the field of professional theater.

THR 210 - Stage Management (2)

This course introduces the student to the principles and practice of stage management, with particular emphasis on the role and responsibilities of a professional technical director. Dialogue on the impact of a biblical worldview to the technical arts is inherent in the course. In addition, discussion of leadership principles, resources for character development, and discussion of administrative process are included. The course includes exposure to technical directors serving/working in the professional world of ministry and/or public venues. Prerequisite(s): COM102. 3 credits.

THR 260 - Stage Combat & Movement I (1)

This course will enable the student to safely rehearse and perform effective acts of violence for the dramatic stage. Additional focus will be given to freeing the body for natural and believable creative response by utilizing "The Viewpoints". The Viewpoints is a technique of improvisation that grew out of the post-modern dance world. The Viewpoints allows a group of actors to function together spontaneously and intuitively to generate bold, theatrical work quickly. It develops flexibility, articulation, and strength in movement and makes ensemble playing really possible. 1 credit.

THR 261 - Stage Combat & Movement II (1)

This course will enable the student to safely rehearse and perform effective acts of violence for the dramatic stage. Additional focus will be given to freeing the body for natural and believable creative response by utilizing "The Viewpoints". The Viewpoints is a technique of improvisation that grew out of the post-modern dance world. The Viewpoints allows a group of actors to function together spontaneously and intuitively to generate bold, theatrical work quickly. It develops flexibility, articulation, and strength in movement and makes ensemble playing really possible.

THR 303 - Meisner (2)

This course focuses on the foundation of Meisner technique, the repetition exercise. Through this exercise students, learn to break through "conditioned behaviors" to connect to their own emotional life as well as with their acting partner. This course will prepare the students for working with less restraint and more open, truthful behavior. Students will also learn how to expand their emotional range and work toward making strong active choices from moment to moment. (2 credits)

THR 310 - Staging and Illumination (3)

An introduction to the art of staging and illumination: the course will teach the fundamentals of stage lighting, including the history of lighting, illumination, lighting equipment, projection principles, color, elementary electricity, and light controls (digital and analog). Basic stage design will then be taught and related to the concepts of proper illumination. 3 credits.

THR 315 - Mask and Movement (2)

This course focuses on conditioning, relaxation, breath and stretch, ensemble awareness, coordination, and mind-body connection. These skills will aid in fine-tuning the actor's physical instrument and impulse while creating character and story. While utilizing techniques such as Lecoq, Laban, Alexander, Feldenkrais, and Viewpoints, students will explore the language of time and space, character invention, scene and story development, and neutral, expressive, and life mask work.

THR 340 - History of Musical Theatre and Repertoire (3)

A study of the development of musical theatre from its roots in European opera and American minstrel shows through its variations of the 20th century and today. Prerequisite(s): two semesters of MAP201. 3 credits.

Prerequisite: (MAP201).

THR 401 - Acting / Meisner III (2)

In Meisner III, the final stage of the Meisner technique, students are introduced to text analysis and character work through scenes and monologues. Students are taught a wide range of effective, practicable tools (such as As ifs, Tool/Tactics, Essential Actions & Literal Actions, Thoughtful Text Analysis, Researching Techniques, and Personalization) to craft performances that are truthful, emotionally resonant, and richly nuanced regardless of genre and style. Through this final stage of the Meisner work, students develop the tools and the confidence to create detailed and compelling performances whilst adapting to specific acting challenges such as genre, direction, and independent problem solving such as staging, blocking, and working with props. This prepares students to be open, receptive, and respectful when working professionally with other theater practitioners of different disciplines and backgrounds. (2 Credits)

Prerequisite: (THR101 AND THR201 AND THR301).

THR 420 - Stage Technologies (3)

This course introduces the student to technologies required for effective staging of live events, from hardware to software applications, building on the equipment discussed and learned in the Staging and Illumination course. A good portion of the course is spent observing and researching common practice in live production venues, permanent and touring. Prerequisite(s): THR310. 3 credits.

Prerequisite: (THR310).

THR 499 - Musical Theatre Showcase (3)

The Musical Theatre Showcase is the capstone project for all seniors pursuing the BFA in Musical Theatre. Working in collaboration with their applied voice teacher and the MT Program Coordinator, the students present a musical review that features their individual and collaborative skills.

WCM - Women in Ministry Leadership

WCM 201 - Survey of Women's Ministries (3)

This course will challenge women to identify the scope of women's ministries in the church and in the world. Principles of women as leaders will be examined. This course will also investigate the issues facing marginalized women and discuss Biblical solutions. (3 credits)

WCM 312 - Discipleship Counseling for Women (3)

This advanced course will review issues and concerns unique to women. The content focuses on self-assessment, understanding the impact of biblical community on personal growth and healing, and on developing the counselor's skills to respond biblically to these specific needs of women. Special attention will be given to role of counselor as discipler. 3 credits.

WML - Women in Ministry Leadership

WML 121 - Survey of Women's Ministry (3)

This course will introduce women to a variety of women's ministries in the church, community and around the world. Students will consider issues marginalizing women globally and consider Biblical responses. Basic women's ministry skills will be explored and practiced including mentoring, teaching and leading small groups. (3 credits)

WML 221 - Discipleship Counseling for Women (3)

This advanced course will review issues and concerns unique to women. The content focuses on self-assessment, understanding the impact of biblical community on personal growth and healing, and on developing the counselor's skills to respond biblically to these specific needs of women. Special attention will be given to role of counselor as discipler.

WML 350 - WML Internship (3)

This course provides the opportunity for significant ministry field experience under the guidance of a qualified mentor. This experience will help students to clarify their call to ministry and to further develop their personal ministry and leadership skills. In addition, students will profit from the evaluations of experienced professionals concerning their skills, attitudes, and understanding. A minimum of 150 hours of field experience is required.

WML 415 - Leadership as a Woman in Ministry (3)

This course will equip students for a leadership role in a church or community-based ministry. Students will learn administrative and programming skills as well as strategies to vision, recruit and equip others for ministry. Special attention will be given to understanding and responding with grace to the unique opportunities and challenges facing women in a ministry leadership position.

WML 450 - WML Practicum (3)

This course provides the opportunity for further ministry leadership experience under the guidance of a qualified mentor. This experience will enable students to grow in their ability to lead a ministry, collaborate with ministry teams and further develop professional skills. In addition, students profit from the evaluations of experienced professionals concerning their skills, attitudes, and understanding. A minimum of 150 hours of field experience is required.

WOR - Music, Worship and Performing Arts

WOR 201 - Creative Leadership in Worship Arts (3)

Those who serve the church through the arts need to think and lead creatively, and to engage and develop the people they are called to equip. This course builds capacity for designing worship gatherings with a wide range of practices and elements, leveraging the arts to stimulate the imagination with the present and future hope of the Gospel. Students will also learn team leadership skills in rehearsal and project contexts. (This course is cross-listed as THE ____.) Prerequisites: BIB 105, THE 105. 3 credits.

WOR 301 - Administrative Leadership in Worship Arts (3)

This course explores the value of Biblical servant leadership and effective structures that support arts and production in the local church. Students will develop understanding and skill in the supervision and management of people and resources, vision-building, leadership development, staffing, budgeting, and other issues related to working in a professional ministry context.

WOR 401 - Biblical & Theological Issues in Worship (3)

Worship wars Everyone has their opinion, but what does God say? This course is a biblical and theological discussion of the issues related to worship within the church, based on an effective theological research process. The expected result is the ability to verbalize a biblically consistent theology and philosophy of worship. (This course is cross-listed as THE 302.) Prerequisites: BIB 105, THE 105. 3 credits.

WOR 402 - Administrative Process in Worship Arts (3)

This course is an in-depth investigation, with practical application, of the administrative process involved in a worship arts ministry. Basic areas covered will include the supervision and management of people and resources, vision-building, leadership development/staffing, planning of worship events, budgeting, and administering the use of electronic media/technology in worship. 3 credits.

WOR 499 - Senior Project (1)

Qualified students, during the final year of studies, present a worship event/project for the purpose of providing a final, cumulative artistic expression, show-casing their ability to develop and effectively produce a missional worship event/project that represents the biblical and spiritual core values of the College, while also demonstrating a profound understanding of personal worship. 1 credit.

Prerequisite: (WOR401N). Corequisite: (WOR401NAND WA401).

YMN - Youth Young Adult Ministry

YMN 101 - Introduction to Youth & Young Adult Ministry (1)

This course is designed to develop the academic, personal, and life management skills necessary for student success in an undergraduate program of ministry preparation. Students will identify their ministry goals, personal strengths, and areas for development. Students will gain an appreciation for the multifaceted process of training for vocational ministry and will develop key relationships with peers, academic advisors, and ministry practitioners.

YMN 111 - Foundations of Youth & Young Adult Ministry (3)

This course provides an in depth look at the Biblical, theological, historical, and philosophical foundations of Youth Ministry. Models and trends of youth ministry in Contemporary American church and parachurch contexts will also be examined. Special attention is given to the development of youth and young adult ministry mission statements, values, objectives, and strategy.

YMN 201 - Teaching Youth & Young Adults (3)

This course is designed to help students develop skills in public speaking, curriculum planning, and small group facilitation within youth and young adult ministry contexts. Principles of interpretation (hermeneutics) and message-crafting (homiletics) will be taught and applied. Students will assess the spiritual and developmental needs of adolescents and produce lessons that are both faithful to the message of Scripture and contextually applicable to youth and young adults in contemporary culture.

YMN 202 - Adolescent Development in Culture (3)

This course explores the physical, cognitive, moral, social and spiritual development of adolescents. Special attention will be given to variances between high and low culture, pop culture dynamics, macro, exo, and micro system influences, and teenage tensions related to the fluidness of technology and morality in today's culture. Lectures and discussions will explore the relationships between adolescent development and culture and ensuing implications for valid ministry.

YMN 310 - Family Ministry (3)

This course will help students to understand family structures and systems, become sensitive to varying family needs, and learn varying approaches to providing ministry to families, both personally and programmatically. Students will create a comprehensive curriculum for the whole church.

YMN 320 - Counseling Adolescents (3)

This course is designed to introduce students to the fundamentals of counseling adolescents. Basic personality theories will be reviewed and practical application of key listening skills will be emphasized within the structure of the course. Special attention is given to teen issues such as self-image, abuse issues, at-risk issues, SDI's, parent/teen relationships, loss recovery, sexual issues, and crisis intervention.

YMN 350 - YMN Internship (3)

This course is an in-service program designed for the purpose of providing direct experience under the mentorship of a qualified professional. The internship is built on the educational principles of instruction, application, and evaluation, by placing students in a supervised period of learning in the context of actual ministry. This experience will enable students to grow in their ability to analyze and evaluate objectively the effectiveness of their efforts and to profit from the evaluations of experienced professionals concerning their skills, attitudes, and understanding.

YMN 401 - Adolescent Spiritual Formation (3)

This course will develop skills in personal discipleship and leading discipleship movements in youth and young adult ministries. Biblical, theological, and philosophical foundations of spiritual formation are explored and various methods and models of discipleship are analyzed and applied. Particular attention is given to the spiritual formation of adolescents as students are equipped to lead discipleship and spiritual formation programs.

YMN 450 - YMN Practicum (3)

This course is an advanced in-service program designed for the purpose of providing direct leadership experience under the mentorship of a qualified professional. The practicum is built on the educational principles of instruction, application, and evaluation, by placing students in a supervised period of learning in the context of actual ministry. This experience will enable students to grow in their ability to lead effectively in ministry efforts, collaborate with ministry teams and organizations, and develop professional skills. In addition, students profit from the evaluations of experienced professionals concerning their skills, attitudes, and understanding.

Academic Definitions

The following academic definitions help to guide the academic work of LBC | Capital.

Academic Sessions (p. 226)

Courses (p. 226)

Course Delivery Methods (p. 227)

Student Classifications (p. 228)

Academic Sessions

The academic calendar contains three semesters – fall, spring, and summer – of 16-17 weeks. Each semester contains two 8-week sub-terms. The beginning and end dates of each semester and sub-term as well as other important dates such as breaks, drop/add dates, and course withdrawal dates appear on the academic calendar.

Courses

Course Coding

The courses listed in the catalogs are coded as follows:

Course Numbering	Level
0XX	Remedial undergraduate course
100-299	Lower-level undergraduate course
300-499	Upper-level undergraduate course
500-699	Master's level course
700-799	(reserved)
800-999	Doctoral level course

Credit Hour

The credit (or semester) hour is the basic unit of academic credit granted by Lancaster Bible College | Capital Seminary & Graduate School (LBC) for the satisfactory completion of a course. It reflects the Carnegie Unit which has served as the traditional unit of measure in higher education.

One credit hour is composed of both faculty instruction time and student preparation time. A total of 12.5 hours of faculty instruction and 30 hours of student preparation time are required for each credit hour of a course. Thus, a three-credit course will require no less than 37.5 hours of faculty instruction and 90 hours of student preparation time. An equivalent amount of work is required for lectures, laboratory work, internships, practice, studio work, and other academic work leading to the award of credit hours. Departments may determine contact time over the minimum requirements as needed.

Independent Study Courses

Independent study affords an opportunity for the student who wishes to undertake a well-defined research project. While the student conducts the work under the guidance of a faculty member teaching in the subject area, the project is carried out in an independent manner without regular class meetings. Effective independent study is characterized by a reduction in formal instruction and an increase in the individual student's responsibility and initiative in the learning process.

Rostered Course

Courses that are part of the regular curriculum may be taken by independent study when there is a scheduling problem that jeopardizes a student's graduation as a result of college action. These independent studies are limited to students in their last two semesters of courses at the college. Application forms and instructional sheets are available in the Registrar's Office.

Non-rostered Course

Courses that are not a part of the regular curriculum may be taken by independent study when they provide academic exposure in one of the college's curricular areas to content not taught in an established course. These independent studies are limited to students nearing the end of their program (for undergraduate junior and seniors) with a grade point average of 3.00 or greater. Application forms and instructional sheets are available in the Registrar's Office.

Appeals

Students wishing to do an independent study that is not permitted by these policies may appeal to the academic appeals committee. The student should complete the application form and submit it to the registrar with a letter of appeal.

Course Delivery Methods

The LBC | Capital Course Delivery Method identifies the primary way that students will experience the faculty-led instruction in a course. There are two components to each method: time and location.

Time

Synchronous: occurring at a specific time

Asynchronous: not occurring at a specific time

Location

On-campus/on-site: at an LBC location or course-determined site (i.e. field placement, Christian Service)

Online: exclusively through LBC's Learning Management System

The course delivery method is included on the student schedule, in the course registration information and on the course syllabus, as well as other internal LBC systems and processes. Faculty and staff assign a designation for each course, and students use this information to understand the nature of how they will receive faculty-led instruction for the course.

The LBC | Capital Course Delivery Methods include in-person, hybrid, online, and partner.

In-Person Course

An in-person course is a course where the students receive faculty-led instruction synchronously and on-campus or on-site*. All in-person courses use the LBC-approved learning management system to supplement the in-person delivery.

Traditional undergraduate courses including independent studies**, practicums, internships, TraveLearn, applied lessons, labs, student teaching, and field experiences are considered in-person courses even though some of the course may take place outside of the LBC classroom. The course time for these courses may be SWI or Schedule with Instructor to indicate that the class does not meet in a scheduled classroom and/or at a college-directed scheduled time.

*Courses like dissertation, comprehensive exams, mentored research design and their continuation courses are considered in-person courses. In certain, Provost-approved situations where a course may be delivered entirely through video conferencing, the course is still considered in-person.

**Independent studies that are using a developed online course are considered an online course.

Hybrid Course

A hybrid course is a course where the students receive faculty-led instruction in a combination of in-person and online learning using the LBC-approved learning management system.

For traditional undergraduate hybrid courses, a maximum of one-third of the required faculty-led instruction is accomplished online. For global undergraduate hybrid courses, the faculty-led instruction is split with around half in-person and half online. For a global course that has a residency component***, the course is considered hybrid.

***The MSW program courses are considered online as the residency component can be completed through video conferencing.

Online Course

An online course is a course where the students receive faculty-led instruction asynchronously and exclusively through the LBC-approved learning management system. Most online courses have a live meeting component. Students may either attend live (synchronously) or watch the recorded meeting.

***The MSW program courses are considered online as the residency component can be completed through video conferencing.

Partner Course

A partner course is a course in the Student Information System that does not need a course site in LBC's Learning Management System. For example: HS Dual Enrollment, Acadeum Courses

Student Classifications

Undergraduate Students

In determining an undergraduate student's classification, all credits that have been successfully completed are counted. Transfer credits count toward classification when official transcripts have been received and processed.

Class	Credits Successfully Completed
Freshman	0-29 credits
Sophomore	30-59 credits
Junior	60-89 credits
Senior	90 credits and up

Student Enrollment Statuses (Full-time/Part-Time Status)

A student's status impacts financial aid eligibility. Audited courses do not count towards a student's status.

Academic Level	Full-Time	Three-Quarters Time	Half-Time or Part-Time	Less than Half-Time
Traditional Undergraduate	12 or more credits in a semester	9-11 credits in a semester	6-8 credits in a semester	Less than 6 credits in a semester
Adult Education/Online Undergraduate	12 or more credits in a semester	9-11 credits in a semester	6-8 credits in a semester	Less than 6 credits in a semester
Seminary & Graduate	9 or more credits in a semester	N/A	6-8 credits in a semester	Less than 6 credits in a semester
Doctoral	6 or more credits in a semester	N/A	3 credits in a semester	Less than 3 credits in a semester

Students in the less than half-time category are not eligible for any federal aid as half-time enrollment (part-time status) is required to receive federal student loans.

Undergraduate students who wish to take more than 18 credits per semester must have approval of their academic advisor or student success coach. For traditional undergraduate students, additional tuition will be charged by the credit hour for each credit above 18.

Non-Degree Students

At times, students may wish to take courses at LBC but not enroll in a program that leads to a degree. These students are classified as non-degree students, also known as non-matriculating students. Non-degree students complete a registration form available from the Registrar's Office and are included in LBC's student information system. Coursework requirements for non-degree students are the same as for degree students. Non-degree students receive a grade and earned credit upon completion of course requirements. Non-degree students should not be confused with audit students. See auditing a course for more details.

If non-degree students wish to enroll in a program, they will need to submit an application for enrollment.

Academic Policies & Procedures

Additional academic policies for current students can be found in the traditional undergraduate student handbook.

Academic Advising (p. 230)

Academic Dismissal (p. 230)

Academic Integrity (p. 231)

Academic Probation (p. 233)

Application for Graduation (p. 234)

Attendance (p. 235)

Auditing a Course (p. 235)

Change of Major (p. 236)

Course Withdrawal (p. 236)

Family Education and Rights Privacy Act (p. 237)

Grade Appeal (p. 239)

Grading System (p. 240)

Graduation Requirements (p. 241)

Incomplete Grades (p. 241)

Registration and Drop/Add (p. 242)

Repeating Coursework (p. 242)

Transcripts (p. 242)

Transfer (p. 243)

Withdrawal from College (p. 243)

Academic Advising

Students are assigned an academic advisor (also called a student success coach) to support their progress through their academic plan at LBC | Capital. Meetings occur to help plan course schedules, to ensure completion of graduation requirements, to provide assistance in the attainment of academic goals, and to provide general support to students. While advisors and success coaches help students plan their path toward their academic goals, students are responsible to see that all program requirements are being met.

Academic Dismissal

Any traditional undergraduate student whose cumulative grade point average is below the minimum standards at the end of an academic year will receive notification of his/ her academic dismissal from the Registrar's Office.

The minimum standards are:

Hours Registered Towards Graduation Requirements

Minimum GPA

0-17 credits	No minimum
18-59 credits	1.50 GPA
60-89 credits	1.75 GPA
90+ credits	1.90 GPA

Appeals of academic dismissal may be made by the student, in writing, to the Registrar. All appeals will be heard by the Student Appeals Committee.

Academic Integrity

Academic integrity is to represent one's own academic work and actions in an honest and responsible way. As a testimony to God and faithfulness to the work of others, the LBC | Capital community – including administration, faculty, staff, and students – prioritizes integrity in all matters through knowing and following this Academic Integrity Policy. This policy is outlined in the student handbooks, course syllabi, and in orientation; therefore, students are responsible for knowing this policy and complying.

Types of Academic Dishonesty

Cheating: Using or attempting to use unauthorized material, persons, technology devices, or study aids for personal assistance in examinations or other academic work.

Fabrication: Submitting altered, contrived, or invented information in any academic exercise.

Misrepresentation of Academic Records: Tampering with any portion of a student's record.

Unfair Advantage: Attempting, in an inequitable manner, to gain a more favorable playing field than fellow students on an academic exercise.

Multiple submissions: Submitting the same work to fulfill the requirements for more than one course without authorization of all instructors involved.

Facilitating Academic Dishonesty: Helping another individual violate the Academic Integrity Policy.

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 instructor and cease and desist, the other student is responsible for addressing the issue with the instructor.

Plagiarism: Claiming as one's own, fully or in part, information that is copied, paraphrased, or purchased from a written or spoken source, without proper acknowledgment of that source.

Several types of plagiarism exist but are not limited to:

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 all professors involved. If all professors involved approve, about 10% of the previous work is acceptable for resubmission.
3. **Mosaic plagiarism:** Borrowing phrases from a source without quotation marks.
4. **Accidental plagiarism:** Neglecting to cite sources, misquoting sources, or unintentionally paraphrasing sources by using similar words.

5. **Adopting work that is not your own:** Submitting an assignment written by someone else or generated by artificial intelligence.

Violations of the Academic Integrity Policy

Minor offenses are often due to lack of experience or knowledge and may have been unintentional.

Flagrant offenses demonstrate indicators of ill-intent, may have been repeated multiple times, or tend to be pervasive in nature.

Violations of the Academic Integrity Policy— In a Course

First Offense:

If a violation of the Academic Integrity Policy is suspected, the instructor should meet with the student(s) to discuss the incident and determine if a violation has occurred. The instructor 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 be given the opportunity to bring his or her own witness.

After meeting with the student, if the instructor determines that a violation occurred, he or she will complete a report (via the form on the Employee Portal) and send it to the Registrar, copying the Program Director/Coordinator, and Department Chair. The instructor, in consultation with the Registrar, Program Director/Coordinator, and/or Department Chair will determine whether the offense was minor or flagrant. If the student is noncompliant in scheduling or attending the meeting, a decision about the violation will be made regardless of the student's attendance.

All violations of the Academic Integrity Policy, even minor offenses, should be reported by the instructor to the Registrar because this will allow multiple violations to be kept on record across departments.

- In cases of a first minor offense, the instructor should counsel the student on academic integrity. The instructor, in consultation with the Program Director/Coordinator, and/or Department Chair, should then determine if a grade penalty is appropriate and if a resubmission should be required.
- A first flagrant offense warrants a 0% on the assignment without a chance for resubmission. The student will also be required to seek counsel through the Ally Center, by consulting with Writing Services staff members about the nature of plagiarism and how to avoid it in the future.

Subsequent offenses:

After meeting with the student, the instructor will complete a report (via the form on the Employee Portal) to the Registrar, and copy the Program Director/Coordinator and Department Chair. In some cases, multiple instances of plagiarism may be found at the same time. In these instances, the instructor in consultation with the Program Director/Coordinator, Department Chair, and Registrar may conclude that multiple cases may be treated as a single offense.

- A second minor offense will be considered a first flagrant offense. All additional offenses will be considered flagrant.
- A second flagrant offense warrants a course failure.
- A third flagrant offense will result in the student being recommended for dismissal with the right to appeal.

If a student is found to be in violation of the Academic Integrity Policy after the completion of a course, the Registrar in consultation with the Program Director/Coordinator and/or Department Chair will determine academic sanctions in line with the spirit of this policy.

The steps outlined in this policy are the minimum disciplinary standards for flagrant offenses. In certain circumstances, depending upon contextual factors, more serious consequences may be fitting in flagrant cases. Consequences that are above these minimum disciplinary standards must be approved by the Program Director/Coordinator and the Department Chair. Students should consult their program handbook for additional information and policies related to academic integrity.

Violations of the Academic Integrity Policy— Outside a Course

For instances of violating the Academic Integrity Policy outside a course (such as interfering with college records), the Provost, or his or her designee, will investigate the alleged offense, and based on evidence, suspend the student.

For second offenses, a student will be recommended for dismissal with the right to appeal.

Academic Integrity Appeals

A student's intent to appeal an instructor's response to a violation must be communicated in writing to the Registrar within one week of the receipt of the written notification from the instructor dealing with the incident. The student must supply information that substantiates the grounds on which the appeal is being made and cite at least one of the following grounds for appeal:

1. Fair consideration was not provided to the student.
2. New and significant information has become available.
3. The sanction imposed is not in due proportion to the seriousness of the offense.

The Registrar will convene the Student Appeals Committee to review the appeal and related documents. The decision of the Committee will be final.

Academic Probation

Traditional undergraduate students with a cumulative grade point average below 2.00 at the end of any semester will be placed on academic probation and limited to 15 credits.

Students on academic probation who have between the following GPA and 2.00 may participate in only **one co-curricular activity** at any one time:

Minimum GPAs for Bachelor degree students:

Freshman (up to 29 hours) = 1.70 GPA

Sophomore (30-59 hours) = 1.80 GPA

Junior (60-89 hours) = 1.90 GPA

Senior (90 or more hours) = 2.00 GPA

Minimum GPAs for Associate's degree students:

25% of degree completed = 1.70 GPA

26% to 49% of degree completed = 1.80 GPA

50% to 74% of degree completed = 1.90 GPA

75% or more of degree completed = 2.00 GPA

Students below these minimum GPAs **may not participate in any co-curricular activities** exceeding the credit limit.

All probationary students must attend weekly appointments with a tutor through Academic Mentoring Services (located in the Ally Center), the college's academic support program. In addition, they must attend two weekly study hours. Study hours are offered throughout the day as well as in the evening. Hours are chosen at the student's convenience. The specific schedule for AMS is posted on the Ally Center's scheduling website at the beginning of each semester. The Veterans Administration will be notified if a student receiving VA benefits does not meet the academic progress requirements after serving a probationary period of two semesters. Probation students who miss 20% or more of their required tutoring appointments or study hours in the Ally Center during any one term will receive notification of academic dismissal at the end of that term, with the right to appeal.

Students placed on Academic Probation will be required to achieve a cumulative GPA of 2.0 or greater after three consecutive semesters enrolled at LBC. Failure to achieve a cumulative 2.0 GPA or greater within this timeframe, will result in a recommendation for academic dismissal with the right to appeal. The purpose of this requirement is to safeguard students by ensuring that they have an opportunity to meet minimum GPA requirements for graduation and financial aid.

Admission Placement

Study Skills

Incoming students who do not meet minimum entrance exam scores, and/or high school GPA requirements may be given Study Skills requirements, as determined by the Admission Committee. Students are typically placed in at least one remedial course based on their scores and an evaluation of high school transcripts.

Students with an SAT Math score between 410 and 480 or an ACT Math score between 15 and 17 are eligible to take the Accuplacer to determine if they can test out of the remedial math course. The Accuplacer will not be used as admission criteria.

Students placed on Study Skills will be limited to 15 credits or fewer during their first semester and be required to attend two academic mentoring appointments and two study hours per week at the Ally Center. Students required to visit Academic Mentoring Services through the Study Skills program will be required to attend 80% of their required appointments. Students will be required to reschedule any missed appointment in accordance with the Ally Center policy. Failure to complete the Study Skills program will result in a recommendation for academic dismissal with the right to appeal.

Students placed on Study Skills will be required to achieve a cumulative GPA of 2.0 or greater after two semesters enrolled at LBC|Capital. Failure to achieve a cumulative 2.0 GPA in this time-frame will result in a recommendation for academic dismissal with the right to appeal. The purpose of this requirement is to safeguard students. Students who do not meet admissions criteria are at an elevated risk of not completing college. An increased GPA requirement is meant to help motivate students early in their college career or to clarify if college is the right decision them.

Thrive@LBC

The Admissions Committee may place students into Thrive@LBC if their incoming English and math entrance exam scores are both below the required standard or if their high school GPA is below the acceptable standard. Students are typically placed into one remedial course based on the lower entrance exam score and the College Success course. Students must pass both courses with a C or higher to enter as a student in the fall semester.

Students completing Thrive will be placed into the Study Skills group, the Math Lab group, and/or recommended writing support for the fall semester as they are required to receive continuing academic support as they continue into college level courses immediately after Thrive.

Students placed into the Thrive@LBC program will be required to achieve a GPA of 2.0 or greater after one semester enrolled at LBC. Failure to achieve a cumulative 2.0 GPA after the completion of Thrive and the proceeding semester will result in a recommendation for academic dismissal with the right to appeal. The purpose of this requirement is to safeguard students. Students who do not meet admissions criteria are at an elevated risk of not completing college. An increased GPA requirement is meant to help motivate students early in their college career or to clarify if college is the right decision them.

Application for Graduation

Depending on when they finish their academic requirements, students will be counted as spring, summer, or fall graduates. Commencement ceremonies are held each May or June for spring graduates and each December for summer and fall graduates.

All students need to complete an application for graduation to declare their intention to graduate, regardless of whether or not they will participate in the ceremony, and to signal an official audit of their credits. Students should work with their advisor/success coach to determine readiness for graduation.

The graduation application as well as more information about graduation and commencement ceremonies can be found at lbc.edu/graduation.

Attendance Policy

Students must attend 80 percent of the classes in a course in order to pass that course. Absences beyond 20 percent result in a failing grade for the course. The 20 percent includes any and all types of absences, including excused and unexcused absences as well as late registration for a course, drop/add, or late admission.

In actual numbers, the 20 percent equivalent is

- 3 absences for courses meeting once a week
- 6 absences for courses meeting twice a week
- 9 absences for courses meeting three times a week

Faculty may develop policies within this attendance policy that address over-cutting, lateness, early dismissal, excused or unexcused absences. Specific attendance policies will be found in the syllabus for each course. In lieu of a course-specific policy, the college's minimum attendance policy will be in effect.

If students fail a class due to not meeting the minimum requirements for attendance and they believe there were extenuating circumstances present, they may submit an appeal through the Registrar's Office to the Student Appeals Committee.

Auditing a Course

Students may audit courses when classroom space is sufficient, and the professor has agreed to let students audit the course. Some courses may not be audited due to the nature of the course, including the course content, course pre-requisites, and impact on the degree-seeking students. Some programs, particularly at the master's and doctoral levels, have specific policies related to auditing courses so program directors and/or handbooks should be consulted. Students may audit classes from within or below their current degree level or highest degree level earned. For example, a student with a bachelor's degree may audit a bachelor's degree course, but not audit a master's level course.

Students who audit a course receive LBC credentials to access email, the library, and the learning management system. Students who audit a course do not earn credit or a grade for the course and are not required to submit written assignments or take exams. If the student meets the attendance requirements for the course, the course audit is noted on the student's transcript with an AU. If students wish to do the assignments and take the exams, 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 a final grade calculated, an audit may not be changed to credit status. Students wanting to earn credit for the audited course must take the course again as a credit-seeking student. Participation in class discussions is permitted. Auditors should be sensitive to credit students and not monopolize or sidetrack discussions.

The guidelines for registering to audit a course are as follows:

1. **Current Students:** Students may request to their advisor/student success coach to audit a course during course registration. The audit fee and student service fee will be assessed. Current students should be aware of how the audited course affects their enrollment status and financial obligations.
2. **Alumni:** Alumni of LBC | Capital may request to audit a course by contacting registrar@lbc.edu. No other information is required. Alumni may audit one course per semester at a cost of the student service fee. Additional courses in a semester will be charged the per credit audit rate.
3. **Others:** Other individuals may request to audit a course by contacting registrar@lbc.edu. Students will complete a non-degree application. The audit fee and student service fee will be assessed.

Change of Major, Minor, or Concentration

Students may change major, minor, concentration, or specialization by completing the form on the Student Portal. This change process may include the review of the request with the current and new program director and advisor/coach. The student is informed when the process has been completed, including the name of the new advisor/coach if applicable.

Note that changing a major, minor, concentration, or specialization may require additional semester(s) to complete program requirements, may impact financial aid, and may impact the application of transfer credits. For international students, the change may require new paperwork to be submitted to SEVIS and a reassessment of time to completion.

Course Withdrawal

Traditional undergraduate students may withdraw from a course during the first nine weeks of the semester. No financial adjustments will be made. Students can obtain course withdrawal forms from the Registrar's Office. Students must continue to attend class until they return the completed course withdrawal form to the Registrar's Office. Students who withdraw will receive a grade of "W" as assigned by the faculty member. After the nine-week period, if the faculty member believes extenuating circumstances are present and in consultation with the registrar, course withdrawal is permitted with a grade of "W".

Family Education and Rights Privacy Act

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

Grade Appeal

Students may appeal grades that they believe were awarded in error or unfairly. It is the student's responsibility to support his or her claim. Only final grades in a course may be appealed. Various approaches to grading are valid and grade appeals only apply to errors and unfair practices, not grading methods within professional standards.

For the purposes of this policy, grades awarded "unfairly" are defined as:

- Inaccurate assessment of the quality of work, as determined by assignment descriptions, grading rubrics, and other available objective criteria.
- Inconsistent grading methods as compared with standards used for other students in the same course, section, and term.
- Practices that do not align with the mission or policies of LBC | Capital.

If a graduating student is appealing a grade, his or her degree will be placed on hold until the appeal process is complete. The student may request an official letter from the Registrar stating the completion of graduation requirements for the purpose of employment or graduate school admission until the matter is resolved. Grades may not be changed after a student has graduated. This policy does not pertain to poor or failing grades related to academic dishonesty. (See Academic Integrity Policy).

Grade Appeal Procedure:

1. Students must first seek to resolve the matter with their professor according to the Matthew 18 principle before submitting a grade appeal.
2. If the matter remains unresolved, students should submit a written appeal to the Registrar within one additional program term length after the last day of the term in which the grade was assigned. Students must provide a rationale, with available evidence, supporting how their grade was a result of an error or unfair practice. If an appeal is based on a claim of unfair practices, students must cite at least one of the definitions of "unfair" as stated in this policy. Late appeals will be considered at the discretion of the department chair/site director only when extenuating circumstances exist.
3. The Registrar will convene the Appeals Committee to review the appeal. The committee will consider if the student has produced convincing evidence of an error or unfair practices by the professor in assigning the final grade.
 - A. If the Appeals Committee determines that a grade change is not justified, the Registrar will report this finding to the student and the professor. The original grade will stand, and the decision of the committee will be final. This decision cannot be appealed further by the student.
 - B. If the Appeals Committee determines that a grade change is justified, the Registrar will first report the initial decision to the professor and the department chair/site director.

- i. If the professor disagrees with the decision, he or she will be given an opportunity to submit a final written explanation to the Appeals Committee for the original grade.
- a. If, after reviewing the professor’s explanation, the committee determines that the original grade is justified, the Registrar will report this finding to the professor and to the student. The original grade will stand, and the decision of the committee will be final. This decision cannot be appealed further by the student.
- b. If, after reviewing the professor’s explanation, the committee upholds the initial decision to justify a grade change, the Registrar will make the grade change and report the decision to the professor and student. The decision will be final.
- ii. If the professor chooses not to provide further explanation to justify the original grade or does not send it to the Registrar within ten (10) business days, the Registrar will reach out to the department chair/site director for approval to change the grade and inform the student.

Grading System

LBC | Capital follows the 4.0 grade point system. The grades, grade points, and their interpretation are as follows:

A	4.0	
A-	3.7	
B+	3.3	
B	3.0	
B-	2.7	
C+	2.3	
C	2.0	
C-	1.7	
D+	1.3	
D	1.0	
D-	0.7	
F	0.0	
I	Not calculated in GPA	Incomplete
W	Not calculated in GPA	Withdrawal
S	Not calculated in GPA	Satisfactory
U	Not calculated in GPA	Unsatisfactory
AU	Not calculated in GPA	Audit
P	Not calculated in GPA	Pass
FN	Not calculated in GPA	Failure Non-Attendance

See the Incomplete Grade, Grade Appeal, Transfer, and Repeating Coursework policies for more details.

Graduation Requirements

LBC | Capital grants undergraduate degrees (associates and bachelors) to students who meet the following standards:

Spiritual

- Demonstration of the assurance of salvation as evidenced by the fruit of the Holy Spirit and approved conduct in accordance with Christian character as prescribed in the student handbook.
- Demonstration of Christian service by successful completion of the Christian Service requirement and student internship requirements as outlined in the student handbook.

Academic

- Satisfactory completion of one of the college's undergraduate programs with a minimum cumulative grade point average of 2.0 or above. Some undergraduate programs may have a higher minimum grade point average. Students should check with the program director or program handbook.
- Satisfactory completion of at least 30 of the last 60 credits for a bachelor's degree or at least 15 of the last 30 credits for an associate's degree or certificate in courses offered by the college.

Upon graduation, all financial obligations and academic or financial aid documentation requirements must be fulfilled in order to receive your diploma and/or transcripts.

Incomplete Grades

An incomplete ("I") grade may be issued by a professor in lieu of a final grade when course requirements have not been met by the end of a course. The use of an "I" is to be the exception due to extenuating circumstances rather than being a general practice. After consultation with the professor, the student initiates the request for an incomplete grade within a reasonable amount of time, not to exceed one program course length from the end date of the course. To make this request, the student completes the Course Extension Request Form located on the Student Portal.

The maximum time a faculty member may extend the deadline is an additional length of a program course.

Should a student not complete the work or a professor not submit the final grade by the deadline, the Registrar will default the "I" to the actual grade earned at the end of the semester, with a zero for any missing assignments used to calculate the final grade. The student can appeal this default grade, and the professor can change this default grade as applicable.

Requests for an extension beyond the deadline must be made in writing to the Registrar who will work in collaboration with the Department Chair for the program to determine final approval or denial of the request.

Registration and Drop & Add

Course registration for traditional undergraduate students, who are currently enrolled and degree-seeking, occurs during a registration window for the upcoming semester. Students must meet with their academic advisor to choose classes and obtain approval for those classes before registering for classes. The registration window for each classification of students (e.g. seniors) is posted on the Student Portal and in the registration guide.

Traditional undergraduate students register for their courses through the Student Portal. It is the students' responsibility to register for the correct courses.

A late registration fee may be assessed if a student registers for classes after the registration deadline.

Dropping/Adding a Course

At the beginning of each semester, there is a short time period for students to make final adjustments to their class schedules. The Registrar's Office posts the dates for the drop/add window on the Student Portal and in the registration guide. Students wishing to drop/add a course during this window must use the form on the Student Portal. A drop/add fee may be assessed. Financial adjustments may be necessary.

Students should carefully consider the dropping or adding of a course and consult with their academic advisor and the financial aid office.

Repeating Coursework

Students may repeat a course in which they have earned less than or equal to a C+. When a course is repeated only the highest grade will be used to calculate current and cumulative GPA. The original grade, with an "R" placed beside it, will remain on the transcript.

A student may repeat a course with a grade of C+, C, or C- only one time. To take the course a third time, the student must receive approval from the academic advisor or student success coach.

Repeated courses will count toward determination of enrollment status and will be eligible for financial aid only once. Repeated courses are computed in completion rate.

All repeated courses must be taken at LBC | Capital, including courses in course-sharing programs.

Transcripts

Students desiring an official transcript should use the Transcript Request Form located at the bottom of the LBC | Capital webpage under Contact. The form is also available in the Student Portal. There is a fee for the processing of an official transcript. Transcripts will not be issued for students who have outstanding account balances.

Current students can access an unofficial transcript through My.LBC on the Student Portal.

Unofficial transcripts are not available for previously enrolled students or alumni.

If there are any questions related to transcript requests, please contact the Registrar's Office.

Transfer

LBC | Capital accepts credit from accredited institutions of higher education and from other institutions of higher education which have academic standards comparable to LBC. Transfer credit is limited to those courses which are applicable to the program in which the student is enrolled and to those courses in which a grade of "C-" or higher was earned. Only the credit is transferred; the grade and grade points are not figured in the student's grade point average. It is recommended that all transfer students to degree programs at Lancaster Bible College satisfactorily complete at least one course from Bible & Theology, Arts & Sciences, and a professional department of the college.

Some credits from unaccredited institutions may be transferrable to LBC. Contact the Registrar's Office for details.

Students intending to enroll in a course at another higher educational institution for transfer credit to LBC | Capital should check with their advisor and Registrar's Office prior to enrollment in the course to determine the appropriateness of the institution for transfer credit and the suitability of the course to the student's program. Transfer credits will not be added to a student's record until an official transcript documenting the course is received by the Registrar's Office.

The policy on repeating courses in order to improve the student's grade point average does not apply to transfer credit.

Withdrawal from College

Continuous enrollment is encouraged and expected in all LBC | Capital programs. At times, challenging and extenuating circumstances may occur, preventing students from enrolling in a given semester or continuing in a semester. Traditional undergraduate student contemplating withdrawal from LBC | Capital before, during or after the semester should contact their academic advisor or the Registrar's Office to discuss the reasons for the change in attendance, withdrawal, or transfer.

This discussion will begin a process for withdrawal that may include conversations with other college staff and an exit-interview. Students should be aware of the financial implications of withdrawal from the college by viewing LBC financial aid information in the catalog and/or contacting the financial aid office.

Admissions

Admissions Standards

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. Since the college is committed to educating the entire person, it has a distinctive set of admissions standards in the spiritual, personal, and academic areas.

Spiritual Standards

Applicants must confirm that they have accepted Jesus Christ as their personal Savior and be in essential agreement with the Statement of Faith of the college. Applicants must also demonstrate that they are living a consistent Christian life based on the principles of God's Word.

Personal Standards

Applicants must give evidence of sufficient spiritual, social, physical, and mental development and maturity for doing college-level work.

Academic Standards

Applicants must provide documentation through transcripts and other evaluative instruments that their educational preparation and academic achievements and potential are sufficient for being successful as a student at LBC.

Academic criteria for first-time freshmen include having a minimum of a "B" average (3.0 GPA) for previous academic work. Submitting SAT, ACT, or CLT scores is encouraged but not required for admission. Academic criteria for transfer students includes having a minimum of a "C" average (2.0 GPA) for previous academic work.

Applicants with a GPA lower than the benchmarks listed above will be considered for special admission by the Admissions Committee. The Admissions Committee will review the applicant's entire file and make a holistic decision on admission based on the applicant's spiritual, personal, and academic standards.

Admissions Requirements-Degree/Certificate Students

In admitting students for degree or certificate programs, five categories are used. Each of the categories has slightly different academic criteria and the admissions procedures also may vary.

1. **High School Graduate:** A student who has graduated from high school or has earned a high school equivalency diploma.

Academic criteria includes having a "B" average (3.0 cumulative GPA). SAT, ACT or CLT scores are also required. The admissions team, by special consideration, accepts a limited number of students who do not fully meet the academic criteria. In some cases these students have a restricted academic load (12 credits), are permitted a limited number of extracurricular activities, and are provided with special academic assistance.

Home-schooled students are also encouraged to apply. Please submit a transcript with grades of the courses you have studied during your high school education. Please also include copies of the evaluations prepared by your evaluator each year.

The application process begins by completing the Application for Undergraduate Admission.

2. **Early Admission:** A student who has completed the junior year in high school and who has written permission from the school district.

Academic criteria include having completed the junior year in high school with outstanding academic achievement. ACT, SAT or CLT scores are also required. In addition, the parent/guardian must provide written permission and the high school must provide a letter of recommendation along with assurance that the high school diploma will be granted with the completion of the required credits at LBC.

The application process begins by completing the Application for Undergraduate Admission.

3. **Transfer Student:** A student who has attended and/or been graduated from another institution of higher education prior to applying to LBC.

The academic criteria for transfer students is a GPA of 2.0 for all previous college work. ACT, SAT or CLT scores are not required for transfer students who have completed a minimum of 15 credits and are in good academic standing. The admissions team, by special consideration, accepts a limited number of students whose GPA is below 2.0. These students have a restricted academic load (12 credits), are permitted a limited number of extracurricular activities, and are provided with special academic assistance.

Transfer credit is granted for all courses having a minimum grade of "C-" and that find a parallel in course requirements in the student's LBC program of study.

The application process begins by completing the Application for Undergraduate Admission.

4. **Readmit Student:** A student who has previously attended LBC but who has not been enrolled for one semester or more.

Former students wishing to be readmitted to LBC should be in good standing with the college in the academic, student services, and business areas. If difficulty existed in any area, a personal interview will most likely be required.

An abbreviated application is available from the admissions office. Students who have not been enrolled at LBC for an extended number of years may need to complete the full application process.

5. **International Student:** This school is authorized under Federal law to enroll non-immigrant alien students.

Because of the difficulties that often arise from the difference in distance, language, culture, educational background, etc., most international students are individually guided through the admissions process. Therefore, early personal contact with the admissions office is encouraged. The following preliminary application procedures must be completed before being considered for admission to LBC:

- a. Complete and return the application form.
- b. Send proof of an educational background equivalent to an American high school education.
- c. Request your ACT, SAT or CLT scores be sent directly to the College. LBC's school codes are: SAT-2388, ACT-3707.
- d. Return reference forms completed by appropriate individuals to LBC.
- e. Take the "Test of English as a Foreign Language" (TOEFL) and submit the score to LBC. LBC's code number is 2388.
- f. Complete and return the LBC Educational and Financial Information Sheet. After a review of this information, and if everything is acceptable, the College will grant provisional acceptance. Then the student must send sufficient funds to cover the first year of education. This money will be held in escrow and will be immediately returned to the student should that student be unable to attend.
- g. After receiving the proper funds, final acceptance will be granted and the I-20 form issued. This form provides the government with the information necessary to issue a visa.

Admissions Requirements-Non-Degree/Non-Certificate Students

There are numerous reasons why individuals take college-level courses at LBC with no intent of pursuing a degree or certificate. Included are reasons such as personal growth, limited time in the geographical area, inadequate educational preparation and achievement, and transfer credit to other colleges and universities.

Due to the varied reasons and diversity of college programs, individuals should contact the registrar's office for additional information.

If a non-degree/non-certificate student chooses at some later time to seek a degree or certificate, then the necessary admissions requirements for acceptance into that program must be completed.

Nondiscriminatory Policy

Lancaster Bible College | Capital Seminary & Graduate School is certified by Pennsylvania Department of Education, Maryland Higher Education Commission, and 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 nonimmigrant international students. 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.

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.

English Language Proficiency Policy

An English language proficiency exam (TOEFL/IELTS/Duolingo) will be required of any non-citizen international applicant applying to LBC | Capital in order to show proof of English language proficiency. Proof of English language proficiency is required before the issuance of the I-20 (Certificate of Eligibility for Nonimmigrant Student Status) form, used to apply for an F-1 student visa. Applicants must submit official copies of their scores during the admission process.

Minimum Qualifying Scores:

The following scores are acceptable for admission to Lancaster Bible College | Capital Seminary & Graduate School:

	Undergraduate	Seminary/Graduate	Doctoral
TOEFL	69	79	100
IELTS	6.5	7.0	7.5
Duolingo	95	105	120

Exemptions:

Citizens from the following countries are exempt:

Canada	Dominica
Australia	Grand Turks and Caicos Islands
The United Kingdom	Grenada
Antigua and Barbuda	Guyana
Bahamas	Jamaica
Barbados	Saint Lucia
Bermuda	Trinidad and Tobago
British Virgin Islands	St. Vincent & the Grenadines
Cayman Islands	

*The exemptions above may be reviewed by the admissions staff on a case-by-case basis, if the counselor deems a proficiency score necessary to make a final admissions decision.

Waivers:

The English language proficiency exam may be waived if the following conditions are met:

- An applicant receives an admissible score on the SAT (960 combined with at least a 480 in Reading), ACT (19 combined with at least a 19 in Reading) or CLT (62 combined with at least a 21 in Grammar/Writing)
- An applicant completes at least two years of high school in an English-speaking setting, including two years of high school English courses (non-ESL) with satisfactory grades (Undergraduate Students)
- An applicant has earned at least 24 credits -- 1 full academic year – at a regionally accredited US college or university (or an institution abroad where the sole language of instruction is English, and in a country where English is the primary spoken language)

The student must also meet the following conditions:

- o A cumulative GPA of 2.75 or above
- o Earned a “C” or higher in a college level English course
- o The academic record has been reviewed by the Admissions Committee and determined eligible for the waiver
- An applicant participates in a faculty member conducted interview to determine an equivalent English language proficiency. The faculty member conducting the interview will have knowledge of English language learners and will document their findings to determine if sufficient English language proficiency exists to meet an equivalent exam standard. Results will be documented
- An applicant provides proof of citizenship and residency from an English country not included in the exemptions
- An applicant has earned a Bachelor’s or Master’s degree at a regionally accredited US college or university (or an institution abroad where the sole language of instruction is English, and in a country where English is the primary spoken language), and the student meets the specific GPA requirements for the LBC | Capital seminary, graduate, or doctoral programs. See the college catalog for program specific GPA/program requirements

Admissions Procedures

Applying to Lancaster Bible College is simple. Please complete the following items:

Application and Autobiography

You can apply online at www.lbc.edu or complete the Application for Undergraduate Admission. Please submit a one or two page autobiography to accompany your online or paper application. Your autobiography should include the following: family background, Christian testimony (salvation experience and walk with the Lord), school and church experiences, and reason(s) for wanting to attend LBC. Applications and autobiographies, and the \$25 application fee should be sent to:

Office of Admissions

Lancaster Bible College

901 Eden Road

Lancaster, PA 17601-5036

High School Transcripts

Request an official high school transcript to be sent directly to LBC. If you have taken the GED test, the official scores need to be sent to the college. Home-schooled students need to submit a transcript with courses and grades that you have completed.

College Transcripts

If you have attended any colleges, request an official college transcript to be sent to LBC. Our registrar will provide you with a status sheet identifying the courses that will transfer into your program.

ACT/SAT/CLT-Scores

Request your ACT, SAT or CLT scores to be sent directly to the College. LBC's school codes are: SAT-2388, ACT-3707. Information concerning ACT, SAT or CLT test dates and locations is available from most high school principals or guidance counselors, or on the web.

References

When the LBC admissions office receives your application, you will be sent additional forms that need to be completed. These forms include a pastor's reference and an academic or employer's reference.

If you have any questions or concerns, please call the Admissions Office at 717.560.8271 or call us toll free at 866.522.4968.

The Office of Student Affairs

The Office of Student Affairs exists to nurture holistic student growth.

It is our goal that students will be able to:

1. Build relationships in the LBC community and the local church that encourage spiritual growth.
2. Engage in activities and programs that cultivate a sense of belonging in the LBC community.
3. Discover and appreciate God-given individuality.
4. Expand global perspective and understanding of diversity.
5. Cultivate a desire for the pursuit of lifelong learning.

Through the Office of Student Affairs, you will be connected to the resources you need. Please see the Student Handbook for complete information about the LBC Journey.

One of the areas that the Student Affairs Office oversees is chapel attendance. Chapel is an integral part of the LBC culture and experience. We meet every Tuesday, Wednesday, and Thursday from 9:10-10:00am to gather as an LBC community, hear from various speakers, and engage in corporate worship. Please see our Chapel Policy in the Student Handbook for additional information.

Academic Services

Ally Center- The Ally Center is LBC | Capital's hub for academic services, resources, and accessibility. The academic services include disability services, writing services, and academic mentoring services and are available at no additional cost. For information regarding resources, locations, and hours of operation, visit lbc.edu/ally.

Writing Services

Writing Services- Writing Services (WS) provides personalized support for all LBC students for all written assignments and all courses, at any stage of the writing process. Professional personnel and peer tutors offer one-on-one sessions of either 30 or 60 minutes, on-campus at the Writing Center or online. Students can meet with writing mentors for brainstorming and outlining, developing ideas, critiquing partial or full drafts, addressing format and citation, and/or reviewing key academic writing concepts. Some courses require Writing Services visits to strengthen students' academic style for certain written assignments. Additionally, there are a variety of premier writing resources available for free, and the Writing Center hosts periodic writing groups for key writing assignments. Students may also come to the Writing Center for brief questions regarding format, citations, and grammar, and they will be assisted depending upon staff availability.

Academic Mentoring Services

Academic Mentoring Services Academic Mentoring Services (AMS) provides academic services for all undergraduate LBC students. Professional personnel and peer mentors come alongside students to assist with major projects, time management, review of course content, test-taking skills, and study strategies. AMS also provides productive study areas with incentives for logged study hours, a Math Lab for help with math homework, and study groups for certain courses. AMS also provides specific required services to certain athletes and students who are under academic discipline.

Accessibility Services

Accessibility Services. The Accessibility Services Office (ASO) provides reasonable accommodations for students with disabilities to ensure access to all programs, facilities, and activities of the College 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 Accessibility Services Coordinator. Incoming students with a disability are encouraged to submit documentation immediately upon acceptance into the College so that accommodations can be determined before the start of the semester in which they enroll. For more information, please call 717.569.7071 ext. 5383 or email ASO@lbc.edu.

Counseling and Care Center

The Counseling and Care Center at Lancaster Bible College exists to provide comprehensive, biblically based services to students so as to effectively serve Christ in the church and society.

Staff counselors are licensed professionals with graduate degrees in counseling, psychology, or social work. They provide supervision for graduate level interns. Each staff person is committed to applying Christian principles as a foundation for their work.

Counseling is confidential and services are offered free of charge to currently enrolled LBC undergraduate and graduate students.

Health and Wellness Center

The Wellness Center, located in Upper Miller Hall, is staffed by our school nurse Monday through Friday from 8am – 4:30pm. Additionally, we have various health & wellness initiatives advertised through our weekly LBC Up Close: Student Edition. The Wellness Center at LBC is equipped to identify and treat acute illness, teach preventative health care, disseminate information on specific health challenges, and make referrals to appropriate specialists and agencies through a network of professionals throughout Lancaster. The Wellness Center also works cohesively with LBC Dining Services and our Accessibility Services Office to help students navigate any specific needs while enrolled at LBC.

International Students

The college invites international students to apply to Lancaster Bible College. The college counts it a privilege to educate and to train students to return to their own countries as educational and spiritual leaders to reach their own people for Christ. We are here to help you achieve your goals and support you in the process. Beyond the excellent training and preparation international students will receive by attending LBC, we also know that their presence enriches the educational environment of the college. International students bring to the campus a different culture, a different set of experiences, and a different worldview; by their very presence they become a new and exciting source of learning for everyone on the campus.

Due to the geographical distance and cultural differences, the admissions process may be lengthy and sometimes difficult, but the college's admissions staff is prepared and willing to provide assistance during each step of the admissions process. The college also provides some financial assistance to international students.

Additional support and resources are provided to our international students through the Office of Student Affairs and the International Student Fellowship (ISF)

This school is authorized under Federal law to enroll non-immigrant alien students.

See the English Language Proficiency Policy under the Admissions section of the catalog.

Student Activities

Student Activities & Leadership at LBC oversees our Student Activities Team (SAT), Student Government Association (SGA), and other student-led organizations and peer leadership opportunities. Seeking to provide LBC's traditional undergraduate students with an excellent college experience, this team is tasked with providing opportunities for spiritual growth, building community, creating memories --- and having fun!

Our SGA is the governing entity of the student body at Lancaster Bible College, overseeing and resourcing a number of student organizations on our campus. They seek to represent the student body; to foster a spirit of harmony among students, staff, and faculty; to promote student democracy; and to be faithful stewards of available resources.

Student Care

The Director of Student Care works in a high touch capacity with students involving personal, medical, and academic related situations that impact students' ability to thrive in the LBC community. The Director is supported by a team of Peer Wellness Mentors who proactively work to create awareness of available resources for students inside and outside of the LBC community, while emphasizing a positive, Christ-centered culture shaped around personal connection, spiritual growth, and prayer.

Residence Life

Here at Lancaster Bible College, we truly believe living on campus creates a learning environment to assist your growth in all areas as a student. We hope living in community creates an opportunity for you to explore more about who you are as an individual and how your unique qualities lend you to serve the needs of others. Living on campus can be challenging, fun, and convenient but it can also be one of the most transformative experiences of your college life. We hope living on campus creates an environment for you to learn and grow as an individual as you are learning and growing inside the classroom.

Lancaster Bible College has a three-year residency requirement. All single undergraduate students carrying 12 or more hours and not living with parents or relatives are expected to reside on campus in the residence halls. In order to live in the residence hall, you must maintain full-time student status. Part-time students who wish to live in the residence hall may submit their request via email to residencelife@lbc.edu. Fourth and fifth year seniors are not required to live on campus in the residence halls. Students over the age of 25 are not required to live on campus. Requests for exceptions to the residency requirement must be submitted to the Director of Residence Life during housing selection. See below for the off-campus housing policy.

Before a student can live off-campus, he/she must submit an Off-Campus Living Approval Request Form online. A lease does not affect the status of an off-campus approval request. Returning students who are requesting approval to live off campus must fill out the above approval form by the end of housing selection in the spring, at the date advertised by Residence Life. New students who are seeking approval to live off campus should fill out the approval form before August 15th. Late enrollment students (after August 15th) who would like housing should talk to the Office of Student Affairs as soon as possible.

To live off campus, a student must meet one of the following minimum criteria prior to the beginning of the semester:

- Fourth or fifth year senior
- 22 years of age
- Obtained at least 90 credit hours
- Living with a parent or legal guardian within a 50-mile radius
- Married and living with spouse

If a student does not meet these requirements, the student may make a formal request to the Director of Residence Life or the Coordinator of Accessibility Services to seek off campus housing for health reasons.

Financial Information

Solution Center (p. 252)

Financial Aid (p. 252)

Payment of Bill (p. 255)

Refund Policy - TU College Withdrawal (p. 255)

Veteran's Educational Benefits (p. 256)

Solution Center

Students and guests are the number one focus at Lancaster Bible College | Capital Seminary & 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 and the lobby of the Charles Frey Academic Center. Students may also call 717.560.8254 or contact them by email, solutions@lbc.edu.

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 Financial Aid & Tuition section of the website for traditional undergraduate education or adult education undergraduate.

Financial Aid Satisfactory Academic Progress

In order to maintain financial aid eligibility for the federal financial aid programs, as well as institutional aid, a student must meet the following requirements of satisfactory academic progress:

Qualitative Requirement: Grade Point Average

Credits Passed	Minimum Cumulative GPA
up to 71 credits	1.50 GPA
72-95 credits	1.75 GPA
96 and above credits	1.90 GPA

These cumulative GPAs should not be confused with GPAs required for graduation. Check graduation requirements in the catalogs and program handbooks.

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 included with this policy. 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 which 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.

Quantitative Requirement

Undergraduate students must successfully complete a minimum of 67 percent of the credit hours attempted each academic year.

Maximum Time Frame for Completion of Educational Objective

Undergraduate students must complete their degree program within 150 percent of the published length of their degree program. For example, a student enrolled in the four-year degree program should complete the program in twelve semesters (six years); a student enrolled in the two year degree program should complete the program in six semesters (three years); a student enrolled in the one year certificate/diploma program should complete the program in four semesters (two years).

Evaluation of Academic Progress

Students' academic progress will be evaluated at the end of each academic year, with the exception of one-year certificate programs which are evaluated after one term. Students who are not successfully completing courses at the minimum levels, as outlined above, have not made satisfactory academic progress and will not be eligible for financial aid for the following semester. When a student's financial aid has been terminated, his/her academic status will be reviewed after the following academic semester to determine if financial aid can be reinstated. Students will be notified of their unsatisfactory academic progress and can appeal in writing to the Director of Financial Aid if they believe that extenuating circumstances were present. For a description of the appeal process, as well as a further detailed description of the academic progress requirements, please contact the Financial Aid Office at 717.560.8254 or by email, financialaid@lbc.edu.

Financial aid eligibility will be reinstated once the student reaches the required minimums or upon successful appeal.

Course and Enrollment Factors in Evaluating Academic Progress

Audit Courses: Audit courses neither earn credit nor influence grade point average. They are not eligible for financial aid.

Change of Major: If students change majors, the credits earned under all majors will be included in the calculation of attempted, earned, and maximum timeframe credits, as well as GPA calculations.

Incomplete Courses: Incomplete courses do not earn credit nor influence grade point average in the semester they are listed as incomplete. Incomplete courses either turn into an “F” grade if not completed or into a different letter grade when completed. A review of Satisfactory Academic Progress will occur at the next time of formal evaluation.

Remedial Courses: Remedial courses will count toward determination of enrollment status and will be eligible for financial aid and are included in determining completion rates.

Repeated Courses: Students may repeat previously passed courses only once. Students may repeat a failed course numerous times until it is passed. Repeated courses will count toward determination of enrollment status and will be eligible for financial aid only once. Repeated courses are computed in completion rate.

Requirements for a Part-Time Student: Students who are part-time (below 12 credits) must complete 67% of credits attempted per year in order to maintain academic progress. Cumulative grade point average requirements are the same as the full-time students.

Summer Term: Students may make up credit deficiency and cumulative GPA by attending summer school. Credits earned during summer school, as well as cumulative GPA, will be evaluated following summer school to determine academic progress for the past academic year.

Transfer Students: The credits that are transferred are calculated into the overall credits earned total but are not factored into the cumulative GPA when a student transfers into LBC. Therefore, new transfer students will come at a satisfactory academic progress level. A student's progress will be evaluated at the end of the academic year. Transfer credits are included in determining completion rates.

Withdrawn Courses: Withdrawn courses neither earn credit nor influence grade point average. Withdrawn courses may affect completion rate if course is dropped after the add/drop period set by the Registrar. Students may retake courses from which they have withdrawn which will count toward determination of enrollment status in that semester and will be eligible for financial aid.

Failure Non-Attendance (FN): FN courses neither earn credit nor influence grade point average. FN courses may affect completion rate if the grade is received after the add/drop period set by the Registrar's Office. Students may retake courses from which they have received an FN which will count toward determination of enrollment status in that semester and will be eligible for financial aid.

Federal Financial Aid Refund Policy

The Financial Aid Office is required by federal statute to determine how much financial aid was earned by students who voluntarily or involuntarily withdraw prior to completing 60 percent of a payment period or term. Once 60 percent of the enrollment period has elapsed in a non-modular program, or if a student has successfully completed 50 percent of a term in a modular program. For example, if students pass sub-term 1 but withdraw from sub-term 2, they may be eligible to keep all or some of their federal aid.

In either scenario, a school must still complete a return calculation in order to determine whether the student is eligible for a post-withdrawal disbursement. The calculation is based on the percentage of earned aid using the following Federal Return of Title IV funds formula:

Percentage of payment period or term completed = the number of days completed up to the withdrawal date divided by the total days in the payment period or term. (Any break of five days or more is not counted as part of the days in the term.) This percentage is also the percentage of earned aid.

Funds are returned to the appropriate federal program based on the percentage of unearned aid using the following formula:

Aid to be returned = (100 percent of the aid that could be disbursed minus the percentage of earned aid) multiplied by the total amount of aid that could have been disbursed during the payment period or term.

If a student earned less aid than was disbursed, the institution would be required to return a portion of the funds. When Title IV funds are returned, the student borrower may owe a debit balance to the institution.

If a student earned more aid than was disbursed to him/her, the institution would owe the student a post-withdrawal disbursement which must be paid within 120 days of the student's withdrawal.

The institution must return the amount of Title IV funds for which it is responsible no later than 45 days after the date of the determination of the date of the student's withdrawal.

Excess funds will be returned in the following order:

- Unsubsidized Federal Direct Loans
- Subsidized Federal Direct Loans
- Federal Parent (PLUS) Direct Loans
- Federal Pell Grants for which a Return of funds is required
- Federal Supplemental Opportunity Grants for which a Return of funds is required
- Other assistance under this Title for which a Return of funds is required (e.g., State, institutional and private aid)

Payment of Bill

Students are billed for tuition and other semester expenses (i.e. fees, room, board, etc.) at the beginning of the semester and may arrange to pay their accounts in one of the following ways:

Plan 1 - Pay your account in full by the due date for each semester located on your bill. Your statement includes total semester charges minus confirmed financial aid.

Plan 2 - You may set up a payment plan (to pay in full or monthly) using your bank account (savings or checking) or credit card with LBC's payment plan provider. Enrollment and service fees may apply. Visit the Student Portal and review the information under Statement and Billing Information. Before you begin, you will need to collect the following information:

- Student Name
 - Student ID Number found below the date on your statement
 - Balance due found on your statement.
 - Your financial information (Credit Card or Bank Account).
- o Returning users should use the same login from previous semesters.
 - o New users should follow the prompts to sign up.

Balance must be paid in full before beginning a new term. Still have questions? Visit the student portal for answers to some Frequently Asked Questions.

Students not enrolled in an approved payment plan will be assessed an account service fee of \$150 each semester as well as a monthly fee of \$50 for any balance over \$100.

Transcripts and diplomas will not be released until all accounts are paid in full. Students owing money may not register for a new semester without clearance from the Business Office.

Refund Policy - TU College Withdrawal

Tuition Refunds* for withdrawal from college for traditional undergraduate students.

During 1st week of classes	100% refund
During 2nd week of classes	80% refund
During 3rd week of classes	60% refund
During 4th week of classes	40% refund
During 5th week of classes	25% refund
No refunds after 5th week of classes	

* Tuition only, fees are non-refundable

*There is no tuition refunds if a student makes a change to one or more classes after the drop/add period ends and remains an active student.

Room & Board Refunds* for withdrawal from college for traditional undergraduate students.

During 1st week of classes	90% refund
During 2nd and 3rd week of classes	80% refund
During 4th and 5th week of classes	60% refund
During 6th, 7th, and 8th week of classes	40% refund
No refunds after 8th week of classes	

*There are no room and board refunds if a student moves off campus after the drop/add period ends, but remains an active student.

Course Withdrawal

A student may withdraw from a course during the first nine weeks of the semester. No financial adjustments will be made. See the course withdrawal policy located in the Academic Policies and Procedures section of the catalog.

Veterans 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. See this webpage 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 LBC School 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

Level of Study	Length of Enrollment Period	# of Credit Hours for Full-time Enrollment
Doctoral	16-week semester	6 credits
Doctoral	8-week semester	3 credits
Seminary/Graduate	16-week semester	9 credits
Seminary/Graduate	8-week semester	4 credits

Please note that the above training times are designated for Veteran's 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 LBC | Capital enrollment statuses, see the Student Classifications section of the catalog under Academic Definitions.

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.

Undergraduate Tuition & Fees

The tuition fee varies depending on academic load. Please see the LBC website for a current listing of tuition charges. Gifts from individuals and churches enable LBC to hold tuition to a minimum. Tuition is refundable only for complete withdrawal from LBC. See withdrawal/refund policy.

Tuition	Start Fall 2017 & earlier per credit	Start Fall 2018	Start Fall 2019	Start Fall 2020-21	Start Fall 2022 and later
PT 1-7 credits/semester	\$850	\$870	\$880	\$880	\$925
PT 8-11 credits/semester	\$850	\$870	\$880	\$880	\$925
FT (12-18) semester	\$13,235	\$13,410	\$13,460	\$13,610	\$13,880
(19 or more) per credit	\$850	\$870	\$880	\$880	\$925
Online Cert. per credit	\$550	\$550	\$550	\$550	\$550
Student Service Fee/semester	\$350	\$350	\$350	\$350	\$350
Tours and Trips Tuition	\$850	\$870	\$880	\$880	\$925
Auditors per course (students <12 credits)	\$150/Cr	\$155/Cr	\$155/Cr	\$165/cr	\$170/cr
Non-degree Program/cr (first 3 courses)	\$850	\$870	\$880	\$880	\$925
Winterim per cr	\$850	\$870	\$880	\$880	\$925
Winterim Discount	\$285	\$290	\$295	\$295	\$310
Summer	\$850	\$870	\$880	\$880	\$925
Summer Discount	\$285	\$290	\$295	\$295	\$310

Late Fees

A one time \$150 Account Fee applies to any unpaid balance over \$500 for each term. A \$50 Monthly Fee applies to any unpaid balance over \$100.

Any account balance not paid in full by August 5/December 15 is subject to being placed on a Canvas hold which will prevent you from accessing your courses.

Application Fee

A \$25 application fee is required of all applicants. This helps to cover the cost of screening the applicant and generating all required records. Nonrefundable.

Audit Fee

An audit fee is charged, in lieu of tuition, for students taking a course without receiving college credit. Auditors also need to pay the appropriate student service fee. See below for description.

Students who began Fall 2017 and earlier - \$150/Cr

Students who began Fall 2018 - \$155/Cr

Students who start Fall 2019 - \$155/Cr

Students who start Fall 2020-21 - \$165/Cr

Students who start Fall 2022 and later - \$170/Cr

Course Fees

Certain individual courses have required fees, as delineated below:

BUS 221 - Workshop	\$200
CML 320	\$0
COM 100	\$0
COM 506	\$250
DAN330 Advanced Ballet	\$100
DAN330NC Advanced Ballet	\$100
DAN340 Advanced Jazz	\$100
DAN340NC Advanced Jazz	\$100
DAN351 Tap I	\$100
DAN351NC Tap II	\$100
DAN352 Tap II	\$100
DAN352NC Tap II	\$100
DAN360 Musical Theatre Styles I	\$100
DAN360NC Musical Theatre Styles I	\$100
DAN370 Musical Theatre Styles II	\$100
DAN370NC Musical Theatre Styles II	\$100

ENS 101 Chorale	\$100
ENS101NC Chorale	\$100
EDU 204 Instructional Design	\$15
EDU 335 Inclusionary Practices	\$15
EDU 450 Teacher Ed Prog	\$15
EDU 499 Student Teaching	\$15
ELE 201 Math Instruction for the Young Child	\$15
ELE 205 Integrating Play, Movement & Arts	\$15
ELE 352 Soc Studies in Elem School	\$15
ELE 354 Methods of Teaching Science	\$15
ELE 424 Literacy for the Young Child	\$15
ELE 426 Solving Literacy Difficulties	\$15
ELM 313 Teaching Math in Middle Grades	\$15
ELM 352 Soc Studies in Elem School	\$15
ELM 354 Methods of Teaching Science	\$15
ELM 426 Solving Literacy	\$15
ELT 310	
HCM 105	\$50
HPE 105	\$50
HCM301 Healthcare Management I	\$40
HPE 160 Outdoor Education	\$125
HPE 170 Aquatics	\$85
HPE 200 Concepts of Major Sports	\$50
HPE 311 Teaching Elementary HPE	\$40
HPE 331 Adapted PE	\$25
HPE356 School Health I	\$30
HUM 206	\$45
HUM 304	\$40
MAP ___ Piano, Organ, Voice, Inst. 12 lessons/semester	\$550

MPR 499	\$150
MWP 499 BA Senior Recital	\$150
MUE 499 Music Education Senior Recital	\$150
MUL ___Group Lessons: 12 lessons/sem	\$200
MWPA 102 - Intro to MWPA	\$85
PAS 410 Worship & Devotion	\$20
PCN 122 Group Exp & Self Evaluation	\$0
PCN 304 Wilderness & Exp Therapy	\$0
PCN 322 Group Leadership Skills	\$0
POL 211	\$710
Pro 320	\$65
PRO 420	\$200
PRO 499	\$250
PSC 523 Leadership & Advocacy	\$0
PSC 601 Prof Srv I in School CNS	\$0
PSC 601 Prof School CNS Internship	\$0
SCI (all) Science Labs	\$85
SCI 326 Kinesiology Lab	\$30
SCI 422 Exercise Physiology Lab	\$30
SPM 105 Intro Sports Mgmt	\$50
SPM 320 Org. Leadership	\$90
SPM 322 First Aid/Athletic Training	\$95
SPM 475 Facility/Event Management	\$60
SWK 102 Intro to SWK	\$0
SWK 202 Social Work Policy	\$0
SWK 461 Field Service II	\$0
THE 202	\$710
THR499 Musical Theatre Senior Recital	\$150
Thrive (PROJECT EXCEL)	\$900

Worship 499 Worship Arts Senior Project	\$150
YMN 301 - Strategic Programming for Youth Ministry	\$25
YMN 101 - Introduction to Youth and Young Adult Ministry	\$25

Credit on Account

A credit on account occurs when a student overpays or receives more financial aid than needed to cover the charges on this account. When the credit results from federal or state financial aid, the college is required by law to return the money to the student, unless the student authorizes the college, in writing, to hold the credit balance. The student may cancel the authorization to hold the money at any time or request a refund from the Solution Center of the credit on account.

Enrollment Deposit

Enrollment deposit (to be applied toward tuition and housing) \$ 200

ETA Diploma Fee

The \$25 ETA diploma (Evangelical Teacher Training Association Certificate) fee is assessed for those who graduate from the Department of Church & Ministry Leadership (must have at least 15 credits in Christian education). The fee covers the cost of enrolling in the program and issuing the diploma. Nonrefundable.

Housing and Meal Plan Fees

Building	Type	Rate
Apartments	Double (independent living)	\$2,845.00
Clemens	Double	\$2,795.00
Clemens	Triple	\$2,595.00
East	Double	\$2,795.00
East	Triple	\$2,595.00
Peterson	Double (suite)	\$2,870.00
Peterson	ADA (non-medical use)	\$3,070.00
Weber	Double	\$2,795.00
Plan	Meals/Flex Dollars	Rate

Chargers Choice	300/200	\$2,725.00
Silver	220/200	\$2,240.00
Bronze	160/200	\$1,880.00
Independent Living	80/50	\$780.00
Mini Meal Block	35/50	\$390.00

Late Registration Fee

A \$150 late registration fee is assessed if the student does not register during the scheduled time unless special permission has been granted. Nonrefundable.

Music Fees

Music fees pay for individual instruction from the Music, Worship & Performing Arts Department faculty. These fees cover 12 private or group lessons each semester. There is no refund for individual lessons not taken.

Private Lessons: piano, organ, voice, and/or instrumental

12 lessons per semester \$550*

Group Lessons: piano, 12 lessons per semester \$200*

** Students taking 19+ credits who are required to take additional MAP courses will have additional fees waived.*

New Student Fee

A \$150 Orientation (Fall/Spring) Fee is assessed to all new and transfer students to cover the cost of the orientation program. Nonrefundable.

Overdrawn Check Fee

A \$40 Overdrawn Check Fee will be assessed for each check or automatic payment returned for insufficient funds. Nonrefundable.

Readmission Fee

A \$15 Readmission Fee is required of all students who enroll after not attending the previous semester. It covers the administrative cost of reinstatement. Nonrefundable.

Schedule Adjustments/Change Fee

At the beginning of each semester, a period of time is established by the registrar for the purpose of giving the students an opportunity to adjust their schedules. Appropriate financial adjustments will be made. A schedule change fee (add/drop) is assessed whenever a student requests a change of schedule after the registration process. This includes switching sections, dropping and/or adding courses. It is assessed each time a change is requested. Nonrefundable.

Schedule Changes (Add/Drop per course) \$ 15

Student Service Fee

A student service fee is charged to all undergraduate students. Payment of this fee provides admission to all athletic events (except special tournaments and events), student conferences, fine arts events, student government activities, student publications, yearbook, and access to all library resources.

1-11 credits, per credit \$ 35

12 or more credits \$350

Textbooks

All textbooks must be paid in full at the time of purchase or charged to your student account. Credit cards are accepted.

Estimated Textbook Expense \$1,000

Transcript Fee

OFFICIAL Transcripts \$8

Personnel Directory

Board of Trustees (p. 266)

President's Cabinet (p. 267)

Academic Department Chairs (p. 267)

LBC | Capital Faculty (p. 268)

Board of Trustees

Rev. Kenneth L. Barney, DD
Terry E. Carter
Philip A. Clemens, DD, Chair
James J. Fetterolf
Donald R. Geiter, JD
L. Ronald Hoover, PhD
Robert L. Horst
David E. Hosler
Robert A. Kepiro
Thomas L. Kiedis, PhD, DMin
Charles H. Kreider
Donna L. Kreiser, JD
Stuart J. Levey
Sally L. Martin
Harold R. Mast
Thomas W. Ponessa*
Larry W. Rohrer
Michael Van Belle, JD
Rev. Lee Wiggins

Honorary Members: Rev. Eric G. Crichton, DD

*Lancaster Bible College | Capital Seminary & Graduate School Graduate

President's Cabinet

Thomas L. Kiedis, PhD, DMin
President

Peter Beers, MS
Vice President of Traditional Undergraduate Education

Scott Keating, MSOL
Vice President of Advancement

Matthew Mason, BS
Vice President of Finance

Zachary Ritvalsky, MAR
Vice President of Institutional Alignment

Timothy Torres, MDIV
College Pastor

Beau Walker, PhD
Vice President of Global Education

Tricia Wilson, MS
Provost

Judy Heckaman, BS
Assistant to the President

Academic Department Chairs

Under the direction of Provost Tricia Wilson, the following faculty chair the nine academic departments at LBC | Capital.

Arts & Sciences Department

Dr. Geoffrey Reiter

Bible & Theology Department

Dr. Sam Harbin

Business Administration Department

Mr. Martin Sauer

Church & Ministry Leadership Department

Dr. Esther Zimmerman

Communication & Media Arts Department

Mr. Ryan Geesaman

Counseling & Social Work Department

Dr. Ryan Kuehner

Education Department

Dr. Stacey Martin

Health & Physical Education Department

Dr. Vickie Byler

Music, Worship, & Performing Arts Department

Dr. Paul Thorlakson

LBC | Capital Faculty

*Lancaster Bible College | Capital Seminary & Graduate School Graduate

Distinguished Faculty

Ronald Gibson, ThD
 Harold Kime, EdD, DD*
 D. Bruce Lockerbie, DHL
 Johnny Miller, ThD
 Ray Naugle, EdD
 Stephen Nichols, PhD
 Peter W. Teague, EdD

Professor Emeritus

James Ayers, PhD
 Penny Clawson, EdD
 Diane Dick, PhD
 Raymond Ide, PhD
 Sherry Jones, DMin
 Miles (Skip) Lewis, EdD
 Gerald Lincoln, PhD
 Dale Mort, PhD
 Barry Packard, EdD
 Hal Pettegrew, PhD
 Kenneth Quick, DMin
 Robert Shelley, ThM
 Robert Spender, PhD
 Shirley Tucker, EdD
 Celeste Wynn, Hon DLitt

Full-time Faculty

Stephen Atherholt, MFA
 Clint Banz, ThM
 LaSondra Barnes, PhD
 Casey Barton, PhD
 Peter Beers, MS
 Sherry Bell, MEd, MA
 Ronald Belsterling, PhD
 Philip Bena, MA
 Anjanette Bender, JD
 Robert Bigley, DMA
 Robert Blanks, MDiv
 Michelle Bly, MA
 Melissa Boas, MEd
 Eric Brandt, MA*
 Robin Bronkema, PhD
 Aaron Brown, MDiv
 Anthony Bruno, MA
 Day Butcher, EdD
 Vickie Byler, EdD
 Jeremy Campbell, DBA
 Daniel Carver, PhD*
 Krissi Castor, MA*
 John Churchville, JD
 Shanika Churchville, MEd
 Ling Dinse, DSW
 Robert Dodson, EdD
 Sean Dougherty, MEd*

Mark Draper, PhD
Mark Farnham, PhD
Mary Ann Filler, MEd
Douglas Finkbeiner, PhD
Michael Freeman, EdD
Ryan Geesaman, MS
Tyler Gehman, MSW, LSW
Gordon Gregory, Jr., DTh*
Kevin Gushiken, PhD
Justin Harbin, PhD
Samuel Harbin, DMin
Christina Helfrick, DSW
Julia Hershey, EdD*
Deborah Hunt, MLS*
Victor Jacobs, PhD
Joseph Kim, PhD
Charleton King, EdD
Christine Kirkpatrick, EdD
Kyle Kouterick, PhD
Ryan Kuehner, PhD
Jeffrey Martin, MM
Stacey Martin, EdD
Mark Menga, PhD
Mark Meyer, PhD
Kurt Miller, DSW
Timothy Nicholls, PhD*
Joshua Novalis, MA
Sheila O’Gara, MA
Sophia Ogunlana, EdD*
Thomas Randolph, EdD
Geoffrey Reiter, PhD
Robert Reyes, PhD
Zachary Ritvalsky, MAR
Praveen Rudra, MA*
Martin Sauer, MBA
Edward Scheuerman, DMiss
Thom Scott, MA
Jonathan Shacklett, MA*
Amy Sagen, DSW, LSW
Timothy Shea, PhD*
Ryan Shenk, MA*
Tony Shetter, PhD*
Rachel Sidebothom, MMus*
John Soden, PhD
Tanya Solomon, PhD
Rebekah Strangarity, MA*
Jevon Thompson, MPA
Paul Thorlakson, DMA
Lisa Witmer, MSW, LSW
Mary Yager, MSW
Esther Zimmerman, PhD*
Amanda Zuschmidt, MEd*

Part-time Faculty

Erin Dimitirou-Smith, BS
Bruce Gerlach, DMA
Gwen Shenk, MS
Timothy Sidebothom, PhD

Contacts Directory

To access information about these academic services, use the search function on the LBC website (lbc.edu) or access the Student Portal.

Academic Mentoring Servicesallycenter@lbc.edu 717.560.8200 ext. 5389

Accessibility ServicesASO@lbc.edu 717.560.8200 ext. 5383

Ally Center - Lancasterallycenter@lbc.edu 717.560.8210

Ally Center - DCAllyDC@lbc.edu

Ally Center - PhiladelphiaAllyPhilly@lbc.edu 215.329.5400 ext. 5752

Bookends Bookstorebookstore@lbc.edu 717.560.8242

Center for Calling & Careercalling@lbc.edu 717.560.8200 ext. 5625

Counseling & Care Center - Lancasterc3@lbc.edu 717.560.8200 ext. 5581

Digital Learning (Canvas Help)odlsupport@lbc.edu 717.560.8200 ext. 8263

Financial Aidfinancialaid@lbc.edu 717.560.8254

Health & Wellness Center - Lancasternurse@lbc.edu 717.560.8215

Help Desk - Information Systemshelp@lbc.edu 717.560.8200 ext. 4357

Library - Lancastercircdesk@lbc.edu 717.560.8250

Library - DCcircdesk@lbc.edu 301.552.1400

Library - Philadelphiacircdesk@lbc.edu 215.329.5400

Public Safety - Lancaster717.560.8200 ext. 8247

Registrar's Officeregistrar@lbc.edu 717.560.8200 ext. 5259

Solutions Centerssolutions@lbc.edu 717.560.8254

Writing Services - Lancaster717.560.8200 ext. 5389

Writing Services - DCAllyDC@lbc.edu

Writing Services - PhiladelphiaAllyPhilly@lbc.edu 215.329.5400 Ext. 5752

Academic Calendar

FALL 2022	DAY(S)	DATE	DETAILS
New Student Arrival	F	Aug. 26	
Orientation	F - Su	Aug. 26-28	
First Day of Classes	M	Aug. 29	classes begin at 7:00 a.m.
Labor Day	M	Sept. 5	no classes. Classes resume 9/6 @ 7:00 a.m.
Add/drop period ends	T	Sept. 6	
Withdrawal period begins	W	Sept. 7	
New Student Department Retreats	F - Sa	Sept. 9-10	Check with Academic departments for start & end times
Day of Prayer	T	Oct. 4	no classes 7:00 a.m. - 5:00 p.m. Classes resume 10/4 at 5:00pm.
Fall Break	Sa-Tu	Oct. 15 - 18	break begins: 10/15 @ 7:00 a.m. Classes resume 10/19 @ 7:00 a.m.
Withdrawal period ends	M	Oct. 31	
Thanksgiving Vacation	W - Su	Nov. 23 - 27	break begins: 11/23 @ 7:00 a.m. Classes resume 11/28 @ 7:00 a.m.
Final Exams	M - R	Dec. 12 - 15	
December Graduation Ceremony	F	Dec. 16	
Christmas Vacation	F - M	Dec. 16 - Jan. 9	break begins: 12/16 @ 7:00 a.m. SP semester resumes 1/9 @ 7:00 a.m.
SPRING 2023	DAY(S)	DATE	DETAILS
New Student Arrival	S	Jan. 7	
Orientation	S - Su	Jan. 7-8	
First Day of Classes	M	Jan. 9	classes begin at 7:00 a.m.
Martin Luther King, Jr.	M	Jan. 16	no classes. Classes resume 1/17 @7am
Add/drop period ends	T	Jan. 17	
Withdrawal period begins	W	Jan. 18	
Missions Conference	T- R	Feb. 7-9	conference begins: 2/7 @ 7:00 a.m. Classes resume 2/9 @ 5:00 p.m.
Spring Break	Sa - Su	March 4 - 12	break begins: 3/4 @ 7:00 a.m. Classes resume 3/13 @ 7:00 a.m.
Withdrawal period ends	M	March 13	

Easter Break	F - M	April 7 - April 10	break begins: 4/6 @ 5:00 p.m. Classes resume 4/10 @ 5:00 p.m.
Faculty In-Service Day	M	April 10	no classes 7:00 a.m. - 5:00 p.m.
Final Exams	M - R	May 1-4	
May Graduation Ceremony	F	May 5	

SUMMER 2023

Summer session begins on Monday, May 8 starting and ending on various dates throughout the summer. No class on Memorial Day, May 29
Please refer to the summer brochure for specific days and times.

Index

