

# Table of Contents



# **2023-2024 Adult Education Undergraduate Catalog**

# 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.

Word from the President (p. 4)

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

Statement of Faith (p. 5)

History (p. 7)

Core Knowledge and Skills (p. 9)

Accreditations, Associations, Approvals and Certifications (p. 9)

Academic Degrees Overview (p. 10)

Purpose of the Catalog (p. 11)

Nondiscrimination Policy (p. 11)

## Word from the President

Welcome to Lancaster Bible College, where we exist to educate Christian students *to think and live a biblical worldview and to proclaim Christ by serving Him in the Church and society*. At LBC, we are committed to helping students discover and live out their part in God's great story. We want every student to see our powerful Creator and His grand redemptive narrative as the story that frames every person and every subject. History, education, business, art, music...you name it—all find their ultimate fulfillment in service to the Creator, or as Paul puts it, to bring unity to all things in heaven and on earth under Christ (Ephesians 1:10). Our prayer for students is that they discover their part in God's over-arching redemptive narrative from Creation to eternity.

Because God does have a part for each of us to play, what could be more important than knowing Him, His Word, and our part in His story? We believe that this happens as students study God's Word and live it out through meaningful participation in the life of the local and global Church. Our hope for our students and graduates is that they will be in the Word daily, with the Church regularly, and at their craft missionally.

Lancaster Bible College serves students online all over the world and at three locations, offering over 30 undergraduate programs and over 40 graduate programs including four doctoral degrees. With education offered at all levels in-person and online, LBC is committed to equipping followers of Christ to serve Him wherever they are as they live out their part in His story.

Expectantly,

Thomas L. Kiedis, PhD, DMin.  
President

## 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	Peterson Hall completed and occupied.

2003

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](http://www.msche.org). The MSCHE is an institutional accrediting agency recognized by the U.S. Secretary of Education and the Council for Higher Education Accreditation (CHEA).

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

### Specialized

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

### Approvals

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

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

## Authorization to Award Degrees

Lancaster Bible College | Capital Seminary & Graduate School is certified by Pennsylvania Department of Education, Maryland Higher Education Commission (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 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 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.

## Purpose of the Catalog

The purpose of this catalog is to provide general description of the programs and activities offered by Lancaster Bible College | Capital Seminary and Graduate School. This publication is intended for general information only and does not purport to contain all rules, regulations, and requirements governing LBC | Capital students.

LBC | Capital reserves the right to establish and revise without notice elements in this catalog. Changes become effective when so designated by the administration and will apply to both prospective students and those already enrolled.

## Nondiscrimination Policy

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.

# Adult Education Undergraduate

LBC | Capital offers undergraduate degrees in hybrid and online formats to students who prefer a more flexible schedule along with professor interaction. The hybrid undergraduate programs are offered at one or more of our sites in Philadelphia and Washington, DC. Check the individual program pages to see the locations, including online, for these programs.

## Department 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 Music, Worship & Performing Arts

\*These departments have programs in the hybrid and online undergraduate education format.

Department chairs are listed on the department pages as well as in the personnel section of the catalog.

## Curriculum

The curriculum is intentionally designed to provide students an opportunity to deepen their biblical knowledge and thinking through Bible courses and worldview integration in all courses. Students also take courses in the arts and sciences (sometimes called general education) to develop their understanding of God's world and his people. The professional courses provide learning in knowledge, skills, and attitudes related to a specific field of study. While courses and syllabi explain the curriculum, the faculty and student interaction ignite the learning and become the living curriculum.

## Christian Service

LBC | Capital has a long history of students volunteering in the church and community to live out a biblical worldview and to proclaim Christ. We believe that involving students in service helps to fulfill our academic vision of rooting students biblically, forming their characters, and developing their missional vocations. As students are participating, they are helping God's people fulfill the Great Commission by proclaiming the good news of Christ's redemption and are being prepared to pursue excellence in their field of study.

While many students are already involved in their local churches and communities, the Christian Service requirement allows LBC | Capital to understand these contributions and to encourage others who may not be participating to seek out service to grow them personally and to share Christ's love with others. Additionally, the Christian Service requirement helps LBC | Capital to fulfill the ministry formation standard with our institutional accreditor, Association of Biblical Higher Education (ABHE).

For students in hybrid and online undergraduate programs, here are the requirements:

Bachelor's programs: CSV 199 and CSV 200

Associate programs: CSV 199

For students who transfer to LBC | Capital, here are the requirements:

- Bachelor's students that transfer in with 60 or more credits will be required to complete only one Christian Service course
- Associate's students that transfer into LBC with 30 or more credits will be required to complete only one Christian Service course
- Students that transfer from an LBC associate's program to an LBC bachelor's program will be required to complete only one Christian Service course, regardless of credits

# 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)

## Christian Thought in the Humanities (BA) - Online

**Credential:** Bachelor of Arts

**Majors:** Christian Thought in the Humanities, Biblical Studies

**Location:** Online

**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 Learning Outcomes: As a result of this program, 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.

**Experiential Learning:** HUM 450 Humanities Practicum I and HUM 451 Humanities Practicum II. A total of 80 hours of practicum work is required. These hours can be arranged in work relevant to students' area of study and could include writing work, editing work, teaching, librarianship, or curatorship. Practica will be arranged between students and instructors; they should be in-person unless virtual placement is relevant for the context.

## Curricular Structure and Degree Requirements

Christian Thought in the Humanities Curricular Structure	Credits
Bible & Theology Courses	30
Arts & Sciences Courses	37
Christian Thought in the Humanities Courses	44
Electives	9
Christian Service CSV 201, CSV 202	0
<b>Program Total</b>	<b>120</b>

### Bible & Theology Courses (30 credits)

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
THE 105	Prelude to Biblical & Theological Studies	3
THE 223	Christian Narrative I: Creation & Fall	3
THE 224	Christian Narrative II: Redemption	3
	Bible/Theology Elective	3
	Bible/Theology Elective	3

### Arts & Sciences Courses (37 credits)

HIS	HIS History Elective	3
	Human Culture Elective	3
HUM 101	Human Thought and the Humanities	3
HUM 102	Human Thought in Math and Science	3
LAN 101	Academic Writing, Research, and Rhetoric	3
LIT	Literature Elective (100/200 level)	3
MAT	Math Elective (100-200)	3
SCI	Science Elective (100/200 level)	3
SCI	Science Lab (100/200 level)	1
	Arts & Sciences Elective	3
	Arts & Sciences Elective	3
	Arts & Sciences Elective	3
	Arts & Sciences Elective	3

### Christian Thought in the Humanities Courses (44 credits)

LAN LAN 230	Survey of Classical Rhetoric to Modern Contexts	3
EDU 204	Instructional Design	3
LIT 321	C.S. Lewis	3
HIS 304	American Religious History	3

PHI 301	Philosophy of Religion	3
POL 201	American Constitution: God & State	3
SCI 351	Evolution/Creation - Chance or Design	3
HUM 430	Cultivating Christian Thought in the Humanities Capstone	3
HUM 450	Humanities Practicum I	1
HUM 451	Humanities Practicum II	1
	Specialization 1	3
	Specialization 2	3
	Specialization 3	3
	Specialization 4	3
	Specialization 5	3
	Specialization 6	3

### History Specialization Courses

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	3
HIS 301	Arab-Israeli Conflict	3
HIS 305	Renaissance & Reformation	3
HIS 310	History and the Christian Imagination	3

### Literature Specialization Courses

LIT 202	World Literature	3
LIT 240	Literature for Children and Young Adults	3
LIT 305	Science Fiction	3
LIT 327	Major English Writers	3
LIT 328	Shakespeare	3
LIT 340	Literature and the Christian Imagination	3

### Rhetoric and Writing Specialization Courses

LAN 202	Creative Writing	3
LAN 204	Advanced Public Speaking	3
LAN 317/COM 317	Grant Writing Essentials	3
LAN 340	Business Writing	3
LAN 342	Writing on Social Issues	3
LAN 350	Writing for Publication	3

### Open Electives (9 credits)

	Elective	3
	Elective	3
FAS 100	Foundations for Academic Success	3
	OR	
	Elective	3

### Christian Service (0 credit)

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. CSV 199 and CSV 200

CSV 199	Christian Service	0
CSV 200	Christian Service II	0



**Program Director:** Geoffrey Reiter, PhD

Dr. Reiter is Associate Professor and Coordinator of Literature at Lancaster. He holds an MA in Church History from Gordon-Conwell Theological Seminary and a PhD in English from Baylor University. Prior to his time at LBC, he was Associate Professor and English Program Coordinator at The Baptist College of Florida. Dr. Reiter is also a writer and associate editor at the website Christ and Pop Culture. He is the author of over a dozen academic articles on theology and genre fiction, and he has published several poems and short stories in the horror, fantasy, and science fiction genres. He loves discovering ways in which the Bible helps us “read” culture and the ways in which cultural products like literature, film, or television may help us “defamiliarize” Scripture to see old truths from new and surprising angles.

## Criminal Justice (BACJ) - Online

**Credential:** Bachelor of Arts in Criminal Justice

**Major:** Criminal Justice

- Students may add a second major in Biblical Studies by completing 30 credits of Bible/Theology instead of the 18 required credits

**Location:** Online

**Program Director:** John Churchville, JD

**Program Mission Statement:** 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 Description:** 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.

**Program Learning Outcomes:** As a result of this program, 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.

**Experiential Learning:** The BA in Criminal Justice includes up to two optional internships.

## Criminal Justice BA Curriculum Scope

Criminal Justice Curricular Structure	Credits
Bible & Theology Courses	18
Arts & Sciences Courses	37
Criminal Justice Courses	36
Electives	29
Christian Service CSV 199, CSV 200	0
<b>Program Total</b>	<b>120</b>

### Biblical Studies (18 Credits)

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
THE 105	Prelude to Biblical & Theological Studies	3

### Arts & Sciences (37 Credits)

HIS	HIS History (200 Level)	3
	Human Culture Elective	3
HUM 101	Human Thought and the Humanities	3
HUM 102	Human Thought in Math and Science	3
LAN 101	Academic Writing, Research, and Rhetoric	3
LIT ____	LIT Core (100/200 Level)	3
MAT ____	MAT Core	3
SCI ____	SCI CORE (100/200 Level)	3
SCI ____	SCI L____ SCI Lab CORE 100-200 Level-1 credit	1
	Arts & Sciences Elective	3
	Arts & Sciences Elective	3
	Arts & Sciences Elective	3
	Arts & Sciences Elective	3

### Criminal Justice (36 credits)

CRJ 101	Intro to Criminal Justice	3
CRJ 102	Introduction to Law Enforcement	3
CRJ 202	Corrections and Punishment	3
CRJ 203	American Judicial System	3
CRJ 211	Ethical Issues in Criminal Justice	3
CRJ 222	Juvenile Justice System and Administration	3
CRJ 218	Criminal Evidence and Investigation	3
	OR	
CRJ 250	Law and Public Policy	3
	OR	
CRJ 470	Criminal Justice Internship I	3
CRJ 304	Criminology	3
CRJ 310	Constitutional Law and Criminal Procedure	3
CRJ 320	Criminal Law	3
	OR	

CRJ 470	Criminal Justice Internship I OR	3
CRJ	Criminal Justice Elective	3
CRJ 415	Soul Care for the Criminal Justice Professional	3
CRJ 422	Race, Class and Criminal Justice	3

### Electives (29 credits)

Electives can possibly be filled through Life Experience Credits.

### Christian Service (0 credit)

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. CSV 199 and CSV 200

CSV 199	Christian Service	0
CSV 200	Christian Service II	0

### Program Director:

John Churchville, JD

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.

#### Education:

Juris Doctor, The University of Pennsylvania School of Law

BA, Brown University, American History

#### Advice:

“I love to teach because Jesus taught. When he taught, he opened others’ eyes to spiritual realities that they might not have previously considered . . . I aim to do the same in my teaching.” – Dr. Churchville

## Criminal Justice (AACJ) - Online

**Credential:** Associate of Arts in Criminal Justice

**Major:** Criminal Justice

**Location:** Online

**Program Director:** John Churchville, JD

**Program Mission Statement:** 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 Description:** 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.

**Program Learning Outcomes:** As a result of this program, 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.

**Experiential Learning:** None required.

## Criminal Justice AA Curriculum Scope

<b>Criminal Justice Curricular Structure</b>	<b>Credits</b>
Bible & Theology Courses	18
Arts & Sciences Courses	18
Criminal Justice Courses	24
Christian Service CSV 199	0
<b>Program Total</b>	<b>60</b>

### **Biblical Studies Courses (18 credits)**

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
THE 105	Prelude to Biblical & Theological Studies	3

### **Arts & Sciences Courses (18 credits)**

___ ___	History / Literature Core (100/200 Level)	3
---------	---	---

LAN 101	Academic Writing, Research, and Rhetoric	3
LAN 104	Public Speaking	3
	Human Culture Elective	3
— —	Science or Mathematics Core Course	3
	Arts & Sciences Elective	3

### **Criminal Justice Courses (24 credits)**

CRJ 101	Intro to Criminal Justice	3
CRJ 102	Introduction to Law Enforcement	3
CRJ 202	Corrections and Punishment	3
CRJ 203	American Judicial System	3
CRJ 211	Ethical Issues in Criminal Justice	3
CRJ 310	Constitutional Law and Criminal Procedure	3
CRJ	Criminal Justice Elective	3
CRJ	Criminal Justice Elective	3

### **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.

CSV 199	Christian Service	0
---------	-------------------	---

#### **Program Director:**

John Churchville, JD

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.

#### **Education:**

Juris Doctor, The University of Pennsylvania School of Law

BA, Brown University, American History

#### **Advice:**

“I love to teach because Jesus taught. When he taught, he opened others’ eyes to spiritual realities that they might not have previously considered . . . I aim to do the same in my teaching.” – Dr. Churchville

## **Political Science (BA) - Online**

**Credential:** Bachelor of Arts

**Majors:** Political Science, Biblical Studies

**Location:** Online

**Program Director:** James Cox, JD

**Program Mission Statement:** The Political Science program will focus on American political institutions and practices as it seeks to prepare students for a career in the political science arena, for public service, or for graduate studies. Students will learn to live out a biblical worldview and demonstrate the love of Christ within the areas of public policy and public service.

**Program Description:** The Political Science program trains LBC students to serve Christ in both Church and society by assisting them in forming a biblical worldview of the Christian's relationship to the state, examining the Bible's demands for civic service, and providing opportunities to affect social change through chosen professions. The coursework draws on the liberal arts tradition, providing students with a strong foundation in history, government, and economics, setting the stage for successful graduate studies, if desired. Courses, internships, student work, and instructor interaction will feature numerous opportunities for students to develop and refine their professional skills, ensuring their success upon graduation.

**Program Learning Outcomes:** As a result of this program, the student will:

1. Integrate their biblical worldview into the political science arena.
2. Evaluate how components of the political science arena – government, public policy, and political theory and process – can advance freedoms and serve the common good.
3. Utilize critical thinking to inform and communicate professional judgments.
4. Synthesize practical experience with the Political Science program curriculum.
5. Apply ethical principles of political science to guide professional practice in pursuit of meaningful involvement and servant leadership in civic service.

**Experiential Learning:** The Political Science program includes a Public Policy internship.

## Political Science BA Curriculum Scope

Political Science Curricular Structure	Credits
Bible & Theology Courses	30
Arts & Sciences Courses	37
Political Science Courses	47
Electives	6
Christian Service CSV 199, CSV 200	0
<b>Program Total</b>	<b>120</b>

### Biblical Studies Courses (30 Credits)

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
THE 105	Prelude to Biblical & Theological Studies	3
THE 223	Christian Narrative I: Creation & Fall	3
THE 224	Christian Narrative II: Redemption	3

Bible/Theology Elective	3
Bible/Theology Elective	3

### Arts & Sciences Courses (37 Credits)

HIS 210	Origins & Legacies of 1960s	3
HUM 101	Human Thought and the Humanities	3
HUM 102	Human Thought in Math and Science	3
HUM 212	Media: Conveyor of Cultural Ideas	3
LAN 101	Academic Writing, Research, and Rhetoric	3
LAN 342	Writing on Social Issues	3
LIT 202	World Literature	3
MAT 216	Statistics for the Social Sciences	3
SCI 171	Scientific Disciplines	3
SCI 171L	Scientific Disciplines Lab	1
SOC 203	Principles of Sociology	3
	Arts & Sciences Elective	3
	Arts & Sciences Elective	3

### Political Science Courses (47 Credits)

POL 100	Introduction to Political Science	3
POL 201	American Constitution: God & State	3
POL 202	Intro. to American Government	3
POL 211	Christianity & American Politics	3
POL 250	Law & Public Policy	3
POL 260	Principles of American Free Market Economics	3
POL 270	Professional Development for Public Policy Professionals	3
POL 305	POL 305	3
POL 315	Ethical Issues in Public Policy	3
POL 325	Statesmanship for Public Policy Professionals	3
POL 330	American Constitution: Structure & Power	3
POL 335	Campaigns & Elections	3
POL 340	American Exceptionalism	3
POL 350	Public Policy Internship	1
POL 415	Soul Care for the Public Policy Professional	3
POL 490	Public Policy Development	3

### Electives (6 credits)

Electives can possibly be filled through Life Experience credits.

### Christian Service (0 credit)

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. CSV 199 and CSV 200

CSV 199	Christian Service	0
CSV 200	Christian Service II	0

**Program Director:** Jim Cox, Juris Doctor

Jim Cox is an Assistant Professor at Lancaster Bible College. Prior to this, he served as State Representative for the 129th Legislative District in the Pennsylvania House of Representatives for 16 years. He attended Pensacola Christian College in Florida and earned his law degree at Regent University School of Law in Virginia, where he served on the law review staff and board. Jim and his wife, Kelly, are blessed with five children.

Education:

JD, Regent University School of Law (1996)  
 BA in Prelaw, Pensacola Christian College (1991)

## Criminal Justice Minor

<b>Criminal Justice Minor</b>	<b>Credits</b>
CRJ 101 Introduction to Criminal Justice	3
CRJ 203 American Judicial System	3
CRJ 211 Ethical Issues in Criminal Justice	3
Major Elective*	3
Major Elective*	3
<b>Total</b>	<b>15</b>

\*Choose from: CRJ 202, CRJ/POL 250, CRJ/SOC 304, CRJ 310, CRJ 380, CRJ/HUM 422, CRJ/SCI 381, SWK 204, SWK 213

## History Minor

<b>History Minor</b>	<b>Credits</b>
History Elective	3
History Elective	3
History Elective	3
History Elective(300 Level)	3
History Elective (300 Level) or HUM 422	3
<b>Total</b>	<b>15</b>

## Literature Minor

<b>Literature Minor</b>	<b>Credits</b>
-------------------------	----------------



Literature Elective	3
Literature Elective	3
Literature Elective	3
Literature Elective (300/400 Level)	3
Literature Elective (300/400 Level)	3
<b>Total</b>	<b>15</b>

## Political Science Minor

<b>Political Science Minor</b>	<b>Credits</b>
Political Science Elective*	3
Political Science Elective*	3
Political Science Elective*	3
Major Elective**	3
Major Elective**	3
<b>Total</b>	<b>15</b>

\* Choose from POL 100, POL 202, POL 211, POL 250

\*\* Choose from HIS 204, HIS 301, POL 201, POL 203, POL 310, POL 320, POL 380, SWK 202 (Students must complete course prerequisites as appropriate.)

## Professional Writing Minor

<b>Professional Writing Minor</b>	<b>Credits</b>
LAN 230 Survey of Classical Rhetoric to Modern Context	3
LAN Elective*	3
LAN Elective*	3
LAN Elective*	3
LAN Elective*	3
<b>Total</b>	<b>15</b>

\* Choose from LAN 202, LAN 204, LAN 235, LAN 265, LAN 311, LAN 316, LAN 317, LAN 335, LAN 340, LAN 342, LAN 350

# 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), Bible survey courses and theology courses

Because Bible and biblical worldview learning is at the center of what we do, students should 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.

## Biblical Studies (BABS) - DC

**Credential:** Bachelor of Arts in Biblical Studies

**Major:** Biblical Studies

**Locations:** DC

**Program Director:** Dr. Sam Harbin

**Program Mission Statement:** 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.

**Program Learning Outcomes:** As a result of this program, students will:

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

**Experiential Learning:** Students complete two semesters of Christian Service.

### Biblical Studies BA Curriculum Scope (DC)

Bible & Theology Core	30 credits
Arts & Sciences Core	40 credits
Bible & Theology Electives	50 credits
Program Total	120 credits

*Note: At least 15 (A&S) and 30 (BIB/THE) credits need to be earned through LBC.*

#### Biblical Studies (30 Credits)

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
THE 105	Prelude to Biblical & Theological Studies	3
THE 223	Christian Narrative I: Creation & Fall	3
THE 224	Christian Narrative II: Redemption	3
	Bible/Theology Elective	3
	Bible/Theology Elective	3

#### Arts & Sciences (40 Credits)

HIS	HIS History (200 Level)	3
-----	-------------------------	---

	Human Culture Elective	3
HUM 101	Human Thought and the Humanities	3
HUM 102	Human Thought in Math and Science	3
LAN 101	Academic Writing, Research, and Rhetoric	3
LAN 104	Public Speaking	3
LIT ____	LIT Core (100/200 Level)	3
MAT ____	MAT Core	3
SCI ____	SCI CORE (100/200 Level)	3
SCI ____	SCI L____ SCI Lab CORE 100-200 Level-1 credit	1
____ ____	Arts & Sciences Elective	3
	Arts & Sciences Elective	3
	Arts & Sciences Elective	3
	Arts & Sciences Elective	3
	Arts & Sciences Elective	3

### Electives (50 credits)

Electives can possibly be filled through Life Experience Credits.

### Christian Service (0 credit)

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. CSV 199 and CSV 200

CSV 199	Christian Service	0
CSV 200	Christian Service II	0

### Program Director:

Sam Harbin, PhD

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.

## Biblical Studies (BABS) - Hybrid and Online

**Credential:** Bachelor of Arts in Biblical Studies

**Major:** Biblical Studies

**Locations:** Philadelphia (hybrid) and Online

**Program Director:** Dr. Sam Harbin

**Program Mission Statement:** 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.

**Program Learning Outcomes:** As a result of this program, students will:

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

**Experiential Learning:** Students complete two semesters of Christian Service.

## Biblical Studies BA Curriculum Scope

Bible & Theology Core	30 credits
Arts & Sciences Core	40 credits
Bible & Theology Electives	50 credits
Program Total	120 credits

*Note: At least 15 (A&S) and 30 (BIB/THE) credits need to be earned through LBC.*

### Biblical Studies (30 Credits)

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
THE 105	Prelude to Biblical & Theological Studies	3
	Bible/Theology Elective	3
	Bible/Theology Elective	3
	Bible/Theology Elective	3
	Bible/Theology Elective	3

### Arts & Sciences (37 Credits)

HIS	HIS History (200 Level)	3
	Human Culture Elective	3
HUM 101	Human Thought and the Humanities	3
HUM 102	Human Thought in Math and Science	3
LAN 101	Academic Writing, Research, and Rhetoric	3
LIT ____	LIT Core (100/200 Level)	3
MAT ____	MAT Core	3
SCI ____	SCI CORE (100/200 Level)	3
SCI ____	SCI L____ SCI Lab CORE 100-200 Level-1 credit	1
	Arts & Sciences Elective	3

Arts & Sciences Elective	3
Arts & Sciences Elective	3
Arts & Sciences Elective	3

### Electives (53 credits)

Electives can possibly be filled through Life Experience Credits.

### Christian Service (0 credit)

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. CSV 199 and CSV 200

CSV 199	Christian Service	0
CSV 200	Christian Service II	0

### Program Director: Sam Harbin, PhD

Sam Harbin is blessed to have been a follower of Jesus Christ since childhood, and brings nearly 40 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 five grandchildren. They reside in Manheim, PA.

## Biblical Studies (AABS) - Hybrid and Online

**Credential:** Associate of Arts in Biblical Studies

**Major:** Biblical Studies

**Locations:** Lancaster, Philadelphia, DC, Online

**Program Director:** Dr. Gordon Gregory

**Program Mission Statement:** 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.

**Program Description:** 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.

**Program Learning Outcomes:** As a result of this program, students will:

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

**Experiential Learning:** During this degree program, students are required to complete two semesters of Christian Service, with 15 hours of service required for each semester. These hours may be fulfilled in a church or parachurch organization, such as a Christian camp, mission organization, or rescue mission.

**Program Director:** Gordon Gregory, DTh

Dr. Gregory earned his Master of Theology from Dallas Theological Seminary and his Doctor of Theology from the University of South Africa. He served as a missionary in South Africa doing church planting, teaching, and administrating a Bible college. At LBC, he enjoys mentoring students and is the college's NCAA Faculty Athletic Representative.

Gordon is also involved in his local church as an elder, adult Sunday School teacher, former chairman of the missions committee, and mentoring missionaries-in-training and engaged couples. In his free time he enjoys his family, reading, sports, and doing word and number puzzles.

## General Studies (BA) - Hybrid and Online

**Credential:** Bachelor of Arts

**Major:** General Studies

**Locations:** Philadelphia, DC, Online

### General Studies BA Curriculum Scope

Bible & Theology Core	30 credits
Arts & Sciences Core	37 credits
Electives	53 credits
Program Total	120 credits

### Biblical Studies (30 Credits)

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
THE 105	Prelude to Biblical & Theological Studies	3
	Bible/Theology Elective	3
	Bible/Theology Elective	3
	Bible/Theology Elective	3
	Bible/Theology Elective	3

**Arts & Sciences (37 Credits\*)**

\*Students enrolled at the Washington DC location must take a minimum of 40 credits of Arts & Sciences courses.

HUM 101	Human Thought and the Humanities	3
HUM 102	Human Thought in Math and Science	3
LAN 101	Academic Writing, Research, and Rhetoric	3
LIT ____	LIT Core (100/200 Level)	3
HIS ____	HIS History (200 Level)	3
SCI ____	SCI CORE (100/200 Level)	3
SCI ____	SCI L____ SCI Lab CORE 100-200 Level-1 credit	1
MAT ____	MAT Core	3
	Human Culture Elective	3
	Arts & Sciences Elective	3
	Arts & Sciences Elective	3
	Arts & Sciences Elective	3
	Arts & Sciences Elective 2 credits	3

**Electives (53 credits)**

Electives can possibly be filled through Life Experience Credits.

**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.

CSV 199	Christian Service	0
---------	-------------------	---

**Concentrated Bible Certificate - Hybrid and Online**

**Credential:** 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:** Philadelphia, DC, Online

**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.

**Program Director:** Sam Harbin, PhD

**Biblical Studies (30 Credits)**

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
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	Christianity and Culture	3
	Bible/Theology Elective	3



# 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. 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 successes and failures so students can learn from both.

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.

## Business Administration (BSBA) - Hybrid and Online

**Credential:** Bachelor of Science in Business Administration

**Major:** Business Administration

- *Students may add a second major in Biblical Studies by completing 30 credits of Bible/Theology instead of the 18 required credits*

**Locations:** Washington DC (hybrid), Philadelphia (hybrid), Online

**Program Mission Statement:** 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.

**Program Learning Outcomes:** As a result of this program, students will:

1. Demonstrate knowledge of and proficiency in concepts, practices, and skills specific to the functional areas of business.
2. 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. 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. Respond appropriately when confronted with moral and ethical dilemmas through the integration of a biblical worldview in personal and professional situations.

**Experiential Learning:** None required.

## Business Administration BS Curriculum Scope

<b>Business Administration Curricular Structure</b>	<b>Credits</b>
Bible & Theology Courses	18
Arts & Sciences Courses	37
Business Administration Courses	42
Electives	23
Christian Service CSV 199, CSV 200	0
<b>Program Total</b>	<b>120</b>

\*Students enrolled at the DC location must take a minimum of 40 credits of Arts & Sciences courses.

### Biblical Studies Courses (18 Credits)

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
THE 105	Prelude to Biblical & Theological Studies	3

### Arts & Sciences Courses (37 Credits\*)

\*Students enrolled at the Washington DC location must take a minimum of 40 credits of General Education courses.

HIS	HIS History (200 Level)	3
	Human Culture Elective	3
HUM 101	Human Thought and the Humanities	3
HUM 102	Human Thought in Math and Science	3
LAN 101	Academic Writing, Research, and Rhetoric	3
LIT	Literature Elective (100/200 level)	3
MAT ____	MAT Math Core (200 Level) 3 credits	3
SCI	Science Elective (100/200 level)	3
SCI	Science Lab (100/200 level)	1
	Arts & Sciences Elective	3
	Arts & Sciences Elective	3
	Arts & Sciences Elective	3
	Arts & Sciences Elective	3

**Business Administration Courses (42 credits)**

BUS 113	Foundations of Accounting	3
BUS 201	Business Ethics	3
BUS 204	Managerial Economics	3
BUS 205	Finance	3
BUS 230	Leadership	3
BUS 302	Marketing	3
BUS 305	Operations Management	3
BUS 307	Business Law	3
BUS 402	International Business	3
BUS 425	Personal Finance and Investment	3
BUS ____	Business Elective 3 credits	3
BUS ____	Business Elective 3 credits	3
BUS ____	Business Elective 3 credits	3
BUS ____	Business Elective 3 credits	3

**Electives (23 credits)**

Electives can possibly be filled through Life Experience Credits.

**Christian Service (0 credit)**

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. CSV 199 and CSV 200

CSV 199	Christian Service	0
CSV 200	Christian Service II	0

**Business Administration (ASBA) - Hybrid and Online**

**Credential:** Associate of Science in Business Administration

**Major:** Business Administration

**Location:** Philadelphia (hybrid), Online

**Program Mission Statement:** 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.

**Program Learning Outcomes:** As a result of this program, students will:

1. Demonstrate knowledge of and proficiency in concepts, practices, and skills specific to the functional areas of business.
2. 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. 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. Respond appropriately when confronted with moral and ethical dilemmas through the integration of a biblical worldview in personal and professional situations.

**Experiential Learning:** None required.

## Business Administration AS Curriculum Scope

Business Administration AS Curricular Structure		Credits
Bible & Theology Courses		18
Arts & Sciences Courses		18
Business Administration Courses		21
Electives		3
Christian Service CSV 199		0
	<b>Program Total</b>	<b>60</b>

### Biblical Studies (18 Credits)

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
THE 105	Prelude to Biblical & Theological Studies	3

### Arts & Sciences (18 Credits)

LAN 101	Academic Writing, Research, and Rhetoric	3
LAN 104	Public Speaking	3
LAN 340	Business Writing	3
LIT ____	LIT Core (100/200 Level)	3
	OR	
HIS ____	HIS History (200 Level)	3
MAT ____	MAT Math Core (200 Level) 3 credits	3
	Human Culture Elective	3

### Business Administration ( 21 credits)

BUS 102	Introduction to Business	3
BUS 113	Foundations of Accounting	3
BUS 230	Leadership	3
BUS 302	Marketing	3
BUS 307	Business Law	3
BUS 425	Personal Finance and Investment	3
BUS ____	Business Elective 3 credits	3

**Electives (3 credits)****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.

CSV 199	Christian Service	0
---------	-------------------	---

**Business Administration Minor**

Location: Lancaster, Philadelphia, DC, Online

Students enrolled in a program at an LBC location can take the minor online.

**Curriculum**

BUS 113	Foundations of Accounting	3
BUS 201	Business Ethics	3
BUS 204	Managerial Economics	3
BUS _____	Business Elective*	3
BUS _____	Business Elective*	3
BUS _____	Business Elective	3
<b>Subtotal: 18</b>		

MAT 218 can be applied toward General Education requirements.

\*Choose from: BUS 205, BUS 302, BUS 305, BUS 307, BUS 402, BUS 415 or any Business concentration course approved by an advisor.

**Healthcare Management (BS) - Online**

**Credential:** Bachelor of Science

**Major:** Healthcare Management

- *Students may add a second major in Biblical Studies by completing 30 credits of Bible/Theology instead of the 18 required credits*

**Location:** Online

**Program Director:** Sheila O'Gara; NHA, MA, PCA, ALA

**Program Mission Statement:** 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.

**Program Learning Outcomes:** As a result of this program, students will:

1. Apply knowledge of natural sciences and mathematics 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.

**Experiential Learning:** HCM 370 students need to serve 96 hours on site, and 24 hours in class and completing assignments, papers, presentations, projects, field trips and quizzes. They need to find their own placements, but we also have options to offer. They need to have an approved and signed job description, LBC contracts for both the student and the site supervisor, and may need to complete additional requirements, such as a vaccination waiver, criminal background check, drug test, PPD, etc. Students are required to maintain a weekly time log and journal and will have a final presentation in lieu of a final exam.

HCM 450 students must serve a total of 200 hours on site, and an additional 50 hours completing the assignments. They need to find their own placements, but we also have options to offer. They need to have an approved and signed job description, LBC contracts for both the student and the site supervisor, and may need to complete additional requirements, such as a vaccination waiver, criminal background check, drug test, PPD, etc. Students are required to maintain a weekly time log and journal and will have a final presentation in lieu of a final exam.

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

## Healthcare Management BS Curriculum Scope

### Healthcare Management BS Curricular Structure

	Credits
Bible & Theology Courses	18
Arts & Sciences Courses	42
Healthcare Management Courses	39
Electives	21
Christian Service CSV 199, CSV 200	0
<b>Program Total</b>	<b>120</b>

### Biblical Studies (18 Credits)

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
THE 105	Prelude to Biblical & Theological Studies	3

### Arts & Sciences (42 Credits)

HIS	HIS History Elective	3
HUM 101	Human Thought and the Humanities	3
HUM 102	Human Thought in Math and Science	3
LAN 101	Academic Writing, Research, and Rhetoric	3
LIT	Literature Elective (100/200 level)	3
MAT	Math Elective (100-200)	3
SCI 101	Biology I	3
SCI 101L	Biology I Lab	1
SCI 201	Human Anatomy & Physiology I	3

SCI 201L	Human Anatomy & Physiology I Lab	1
SOC 101/PSY 101	General Psychology	3
SOC 203	Principles of Sociology	3
SOC 325	Human Growth & Development	3
	Arts & Sciences Elective	3

### Healthcare Management (39 credits)

BUS 113	Foundations of Accounting	3
HCM 105	Introduction to Health Sciences	3
HCM 110	Medical Terminology	3
HCM 115	Nutrition and Wellness	3
HCM 205	Professionalism and Education in Healthcare	3
HCM 210	Ethical/Legal Issues in Healthcare	3
HCM 215	Healthcare Policy and Economics	3
HCM 301	Healthcare Management I	3
HCM 302	Healthcare Management II	3
HCM 305	Community Health	3
HCM 310	Evidence-Based Practice Research Analysis/Writing	3
HCM 370	Experiential Learning	3
HCM 450	Healthcare Management Practicum I	3

### Electives (21 credits)

### Christian Service (0 credit)

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. CSV 199 and CSV 200

CSV 199	Christian Service	0
CSV 200	Christian Service II	0

**Program Director:** Sheila O'Gara; NHA, MA, PCA, ALA

Professor O'Gara serves as the Program Director for the Healthcare Management major. She has extensive experience in healthcare administration having had previous positions as a program director, an executive director, a preceptor, a consultant, and a professor. She is also a faculty member in the HCM program at LBC.

## Healthcare Management (AS) - Online

**Credential:** Associate of Science

**Major:** Healthcare Management

**Location:** Online

**Program Director:** Sheila O'Gara; NHA, MA, PCA, ALA

**Program Mission Statement:** 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.

**Program Learning Outcomes:** As a result of this program, students will:

1. Apply knowledge of natural sciences and mathematics 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.

**Experiential Learning:** HCM 370 students need to serve 96 hours on site, and 24 hours in class and completing assignments, papers, presentations, projects, field trips and quizzes. They need to find their own placements, but we also have options to offer. They need to have an approved and signed job description, LBC contracts for both the student and the site supervisor, and may need to complete additional requirements, such as a vaccination waiver, criminal background check, drug test, PPD, etc. Students are required to maintain a weekly time log and journal and will have a final presentation in lieu of a final exam.

HCM 450 students must serve a total of 200 hours on site, and an additional 50 hours completing the assignments. They need to find their own placements, but we also have options to offer. They need to have an approved and signed job description, LBC contracts for both the student and the site supervisor, and may need to complete additional requirements, such as a vaccination waiver, criminal background check, drug test, PPD, etc. Students are required to maintain a weekly time log and journal and will have a final presentation in lieu of a final exam.

## Healthcare Management AS Curriculum Scope

Healthcare Management AS Curricular Structure	Credits
Bible & Theology Courses	18
Arts & Sciences Courses	16
Healthcare Management Courses	27
Christian Service CSV 199	0
<b>Program Total</b>	<b>61</b>

### Biblical Studies (18 Credits)

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
THE 105	Prelude to Biblical & Theological Studies	3



**Arts & Sciences (16 Credits)**

LAN 101	Academic Writing, Research, and Rhetoric	3
LAN 104	Public Speaking	3
	History / Literature Core (100/200 Level)	3
SCI 101	Biology I	3
SCI 101L	Biology I Lab	1
SOC 101/PSY 101	General Psychology	3
<b>Subtotal:</b>		<b>16</b>

**Healthcare Management (27 credits)**

HCM 105	Introduction to Health Sciences	3
HCM 110	Medical Terminology	3
HCM 115	Nutrition and Wellness	3
HCM 205	Professionalism and Education in Healthcare	3
HCM 210	Ethical/Legal Issues in Healthcare	3
	AS or HCM course elective	3
	AS or HCM course elective	3
	AS or HCM course elective	3
	AS or HCM course elective	3
<b>Subtotal:</b>		<b>27</b>

Electives include BUS 113, HCM 215, HCM 301, HCM 305, MAT 219, SCI 111 with SCI 111L, SCI 201 with SCI 201L, SCI 202 with SCI 202L, SOC 325

**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.

CSV 199	Christian Service	0
---------	-------------------	---

**Program Director:** Sheila O'Gara; NHA, MA, PCA, ALA

Professor O'Gara serves as the Program Director for the Healthcare Management major. She has extensive experience in healthcare administration having had previous positions as a program director, an executive director, a preceptor, a consultant and a professor. She is also a faculty member in the HCM program at LBC.

**Marketing (BSM) - Online**

**Credential:** Bachelor of Science in Marketing

**Major:** Marketing

- *Students may add a second major in Biblical Studies by completing 30 credits of Bible/Theology instead of the 18 required credits*

**Location:** Online

**Program Mission Statement:** The Bachelor of Science in Marketing Degree is designed to provide a strong biblical context while also providing hands on learning from experienced professionals to allow students to have a competitive edge compared with other candidates applying for entry-level business marketing positions. Men and women who have a biblical world view will be successful in the business world and provide a positive perspective in the board room. Graduates of BS in Marketing Degree have marketable skills which will prepare them to both join the work force immediately and advance through graduate studies via an MBA program.

**Program Learning Outcomes:** As a result of this program, students will:

1. 1. 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. 2. Analyze and express information and ideas in a variety of appropriate means with clarity and coherence in written and spoken forms.
3. 3. 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. 4. Analyze their role in the world and work, following 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. 5. 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. 6. 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.
7. 7. Experienced professionals will guide the students through preparation and analysis of case studies. Hands-on experiential learning will be used to develop marketing strategies and then create marketing plans, execute the plan on a timeline and planned schedule, and assess the effectiveness of those plans.
8. 8. Students will create marketing strategy, communication and ideas in a variety of appropriate means with clarity and coherence in written and spoken forms.
9. 9. Students will apply key marketing disciplines with an emphasis on critical thinking. Skills pursued throughout this degree include Market Analysis, Financial Analysis, and Product Management.

**Experiential Learning:** None required.

## Marketing BSM Curriculum Scope

<b>Marketing BSM Curricular Structure</b>	<b>Credits</b>
Bible & Theology Courses	18
Arts & Sciences Courses	37
Marketing Courses	42
Electives	23
Christian Service CSV 199, CSV 200	0
<b>Program Total</b>	<b>120</b>

### **Biblical Studies (18 Credits)**

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
THE 105	Prelude to Biblical & Theological Studies	3

**Arts & Sciences (37 Credits)**

LAN 101	Academic Writing, Research, and Rhetoric	3
HUM 101	Human Thought and the Humanities	3
HUM 102	Human Thought in Math and Science	3
HIS	HIS History Elective	3
	Human Culture Elective	3
LIT	Literature Elective (100/200 level)	3
MAT	Math Elective (100-200)	3
SCI	Science Elective (100/200 level)	3
SCI	Science Lab (100/200 level)	1
	Arts & Sciences Elective	3
	Arts & Sciences Elective	3
	Arts & Sciences Elective	3
	Arts & Sciences Elective	3

**Marketing (42 credits)**

BUS 113	Foundations of Accounting	3
BUS 201	Business Ethics	3
BUS 204	Managerial Economics	3
BUS 205	Finance	3
BUS 230	Leadership	3
BUS 302	Marketing	3
BUS 307	Business Law	3
BUS 425	Personal Finance and Investment	3
BUS 430	Solution Selling	3
COM 110	Principles and Practices	3
MKT 305	Strategic Marketing	3
MKT 310	Digital Marketing	3
MKT 315	Consumer Behavior	3
MKT 405	Marketing Research	3

**Electives (23 credits)**

Electives can possibly be filled through Life Experience Credits.

**Christian Service (0 credit)**

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. CSV 199 and CSV 200

CSV 199	Christian Service	0
CSV 200	Christian Service II	0

**Program Director:** Anjanette Bender, JD

Anjanette Bender serves as a full-time professor and Associate Chair of the Business Administration Department. She holds BS degrees in Business Management and Political Science from Albright College and a Juris Doctorate from Northeastern University School of Law. Anjanette has over 20 years of experience in the legal community and higher education.

## Sport Management (BS) - Online

**Credential:** Bachelor of Science

**Major:** Sport Management

- *Students may add a second major in Biblical Studies by completing 30 credits of Bible/Theology instead of the 18 required credits*

**Location:** Online

**Program Director:** Heath Hooper, PhD

**Program Mission Statement:** 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 Learning Outcomes:** As a result of this program, 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 professions

**Experiential Learning:** SPM 450 Sport Management Practicum

### Sport Management BS Curriculum Scope

Sport Management Curricular Structure	Credits
Bible & Theology Courses	18
Arts & Sciences Courses	37
Sport Management Courses	39
Electives	26
Christian Service CSV 199, CSV 200	0
<b>Program Total</b>	<b>120</b>

**Biblical Studies (18 Credits)**

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
THE 105	Prelude to Biblical & Theological Studies	3

**Arts & Sciences (37 Credits)**

HIS	HIS History Elective	3
	Human Culture Elective	3
HUM 101	Human Thought and the Humanities	3
HUM 102	Human Thought in Math and Science	3
LAN 101	Academic Writing, Research, and Rhetoric	3
LIT	Literature Elective (100/200 level)	3
MAT	Math Elective (100-200)	3
SCI	Science Elective (100/200 level)	3
SCI	Science Lab (100/200 level)	1
	Arts & Sciences Elective	3
	Arts & Sciences Elective	3
	Arts & Sciences Elective	3
	Arts & Sciences Elective	3

**Sport Management (39 credits)**

SPM 105	Introduction to Sport Management	3
SPM 130	Sport Communication	3
SPM 140	Fundamentals of Coaching	3
SPM 210	Sport in Ministry	2
SPM 270	Sport Marketing	3
SPM 320A	Organizational Leadership in Sport	3
SPM 412	Sociology of Sport	3
SPM 420	Sport Finance and Economics	3
SPM 430	Recreation Management	3
	OR	
SOC 305	Sport Psychology	3
SPM 445	International Sport Management	3
SPM 450	Practicum	3
SPM 470	Sport Law & Ethics	3
SPM 475A	Facility/Event Management	3

**Electives (26 credits)**

Electives can possibly be filled through Life Experience Credits.

**Christian Service (0 credit)**

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. CSV 199 and CSV 200

CSV 199	Christian Service	0
CSV 200	Christian Service II	0

**Program Director:** Heath Hooper, PhD

## Sport Management (AS) - Online

**Credential:** Associate of Science in Sport Management

**Major:** Sport Management

**Location:** Online

**Program Director:** Heath Hooper, PhD

**Program Mission Statement:** 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 Learning Outcomes:** As a result of this program, 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

**Experiential Learning:** None required.

### Sport Management AS Curriculum Scope

Sport Management Curricular Structure	Credits
Bible & Theology Courses	18
Arts & Sciences Courses	18
Sport Management Courses	24
Christian Service CSV 199	0
<b>Program Total</b>	<b>60</b>

#### Biblical Studies (18 Credits)

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
THE 105	Prelude to Biblical & Theological Studies	3

**Arts & Sciences (18 Credits)**

LAN 101	Academic Writing, Research, and Rhetoric	3
LAN 104	Public Speaking	3
_____	History / Literature Core (100/200 Level)	3
_____	Science or Mathematics Core Course	3
SCI _____	Science Lab (100/200 level)	1
	Human Culture Elective	3
	Arts & Sciences Elective	3
	<b>Subtotal: 18</b>	

Choose Math, or Science with lab

A&S electives: SOC 305 or SOC 412

Human Culture Electives: HUM 212, PHI 201, POL 202, SOC 101, or SOC 203

**Sport Management (24 credits)**

SPM 105	Introduction to Sport Management	3
SPM 130	Sport Communication	3
SPM 320A	Organizational Leadership in Sport	3
SPM 430	Recreation Management	3
	SPM Elective	3
	SPM Elective	3
	SPM Elective	3
	SPM Elective	3
	<b>Subtotal: 24</b>	

SPM electives: SPM 140, SPM 210, SPM 270, SPM 412, SPM 420, SPM 445, SPM 470, SPM 475

**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.

CSV 199	Christian Service	0
---------	-------------------	---

**Program Director:** Heath Hooper, PhD

**Sport Management Minor**

Locations: Online

Students enrolled in a program at an LBC location can take a minor that is offered online or at a location.

**Curriculum**

SOC 305	Sport Psychology	3
SOC 412	Sociology of Sport	3
SPM 105	Introduction to Sport Management	3
SPM 140	Fundamentals of Coaching	3
	SPM Elective	3
	<b>Subtotal: 15</b>	

# 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.

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.

### **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.

### **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.



## Community Transformation and Social Engagement (BS) - INACTIVE

This program has been moved to **Inactive** status and is not enrolling new students.

We are living in a world of ethnic, cultural, judicial, and socio-economic disparity. The Community Transformation and Social Engagement degree (hereafter referred to as CTSE degree) is intended to address these conditions by developing biblically astute and missionally-focused ambassadors for Christ. These kingdom representatives will work to promote unity amidst diversity while at the same time equipping, enabling, and empowering community residents to generate Christ-centered transformation that addresses the institutionalized sin which produces economic, judicial, racial, and social injustices contrary to the tenets of scripture. This degree will be interdisciplinary and blended in format. The recipients of this degree will graduate knowing how to analyze communities, organize and empower community residents, develop leaders, influence state and federal policy, and leverage public and private resources to produce God's Kingdom locally and globally in distressed neighborhoods. This degree will be offered as a Bachelor of Science degree.

**Degree:** Bachelor of Science

**Majors:** Biblical Studies, Community Transformation and Social Engagement

**Location:** Philadelphia Only

**Major Mission:** The Community Transformation and Social Engagement (CTSE) major will equip students to implement Christ-centered transformation in diverse communities through biblical leadership in the areas of both private and public sectors. The CTSE major will equip students with both the knowledge and experience in analyzing, leading, and implementing tools needed to bring about community transformation.

### Major Outcomes - Students will:

1. Develop and integrate their Christian worldview into the position of a community leader who facilitates community transformation.
2. Discover the various components needed to effectively work in a community of diversity in order to implement change and transformation.
3. Gain practical experience in three areas of community involvement including ministry, government, and business.
4. Analyze and apply concepts of reconciliation, negotiation, and creative collaborations to effect change in communities.
5. Acquire leadership tools in order to lead effectively and mentor others in the area of leadership.

### Major Details:

30 Credits - Biblical Studies<sup>3</sup>

37 Credits - General Education

30 Credits - Community Transformation and Social Engagement

23 Credits - Electives

**TOTAL - 120 Credits**

### Program Purpose:

The CTSE Program is intended to promote the mission of LBC by cultivating leaders who serve Christ in the church and society by calling attention to and organizing community resources to address the systemic sin aimed at marginalized communities and people groups. The program will prepare students to work in the public or private sectors as community organizers, research analyst, community relationship officers, conflict resolution specialists, CDC Executive Directors, or emergency responders. The CTSE degree will enable the student to engage their communities using a biblical worldview and framework – aimed at honoring the image of God present in all humans.

## Curriculum Plan

### Biblical Studies (30 Credits)

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
THE 105	Prelude to Biblical & Theological Studies	3
THE 223	Christian Narrative I: Creation & Fall	3
THE 224	Christian Narrative II: Redemption	3
	Bible/Theology Elective	3
	Bible/Theology Elective	3
<b>General Education (37 Credits)</b>		
HUM 101	Human Thought and the Humanities	3
HUM 102	Human Thought in Math and Science	3
LAN 101	Academic Writing, Research, and Rhetoric	3
LIT ____	LIT Core (100/200 Level)	3
HIS ____	HIS Core (100/200 Level)	3
MAT ____	MAT Core	3
SCI ____	SCI CORE (100/200 Level)	3
SCI ____	SCI L____ SCI Lab CORE 100-200 Level-1 credit	1
	Human Culture Elective	3
	Arts & Sciences Elective	3
	Arts & Sciences Elective	3
	Arts & Sciences Elective	3
	Arts & Sciences Elective	3
CSV 199	Christian Service	0
CSV 201	Christian Service I	0
<b>Community Transformation and Social Engagement (30 Credits)</b>		
CML 210	Fundamentals of Leadership	3
CTS 101	Introduction to Community Transformation and Social Activism	3
CTS 200	Research Techniques for Community Transformation	3
CTS 300	Social Community Analysis	3
CTS 301	Public Policy I	3
CTS 400	Public Policy II	3
CTS 401	Fund Development	3
CTS 402	Capstone Project	3
ICS 331	Cross-Cultural Communication	3
SWK 204/HUM 204	Cultural Diversity	3
<b>Electives (23 Credits)</b>		
CML 105	The Gospel Shapes and Moves Us	3
CML 106	Disciple Making	3
	Elective	3
	Elective	3
	Elective	3
	Elective	3
	Elective	3
	Elective	3
_____	Elective	3

## Ministry Leadership (BA) - Online

**Credential:** Bachelor of Arts

**Major:** Ministry Leadership, Biblical Studies

**Location:** Online

**Program Mission Statement:** The Ministry Leadership program exists to develop emerging leaders for biblically based, spiritually formative ministry in the local church, community, and around the world.

**Program Learning Outcomes:** As a result of this program, students will:

1. Formulate a philosophy of ministry that is biblically grounded, spiritually formative, and rooted in the global mission of God.
2. 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. Inculcate an understanding and praxis of servant leadership, team dynamics, and self-awareness.
4. Demonstrate effective communication and leadership skills which are biblically grounded, culturally sensitive, and useful for holistic influence in various ministry contexts.
5. Develop effective personal and professional relationships based on mutual support and accountability for the purpose of intentional ministry leadership development

**Experiential Learning:**

MIN 350 Ministry Leadership Internship and MIN 450 Ministry Leadership Practicum

## Ministry Leadership BA Curriculum Scope

Ministry Leadership BA Curricular Structure	Credits
Bible & Theology Courses	30
Arts & Sciences Courses	37
Ministry Leadership Courses	36
Electives	17
Christian Service CSV 199, CSV 200	0
<b>Program Total</b>	<b>120</b>

### Biblical Studies (30 Credits)

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
THE 105	Prelude to Biblical & Theological Studies	3
	Bible/Theology Elective	3
	Bible/Theology Elective	3
	Bible/Theology Elective	3
	Bible/Theology Elective	3

### Arts & Sciences (37 Credits)

HIS	HIS History Elective	3
	Human Culture Elective	3
HUM 101	Human Thought and the Humanities	3
HUM 102	Human Thought in Math and Science	3
LAN 101	Academic Writing, Research, and Rhetoric	3
LIT	Literature Elective (100/200 level)	3

MAT	Math Elective (100-200)	3
SCI	Science Elective (100/200 level)	3
SCI ____	SCI L____ SCI Lab CORE 100-200 Level-1 credit	1
	Arts & Sciences Elective	3
	Arts & Sciences Elective	3
	Arts & Sciences Elective	3
	Arts & Sciences Elective	3

### Ministry Leadership (36 credits)

CML 102	Foundations of Ministry	3
CML 210	Fundamentals of Leadership	3
CML 324	Spiritual Formation of Ministry Leaders	3
MIN 150	Ministry Field Experience	0
MIN 201	Strategic Ministry Leadership	3
MIN 250	Ministry Field Service	0
MIN 350	Ministry Leadership Internship	3
MIN 450	Ministry Leadership Practicum	3
MIN 490	Ministry Leadership Capstone	3
____	Ministry Development Courses 15 Credits	15

### Electives (17 credits)

Electives can possibly be filled through Life Experience Credits.

### Christian Service (0 credit)

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. CSV 199 and CSV 200

CSV 199	Christian Service	0
CSV 200	Christian Service II	0

**Program Director:** Betty Bacon, EdS

Betty has dedicated her professional work to amplifying and instilling the truth, goodness, and beauty paramount to Christian education. Whether through teaching middle and high school classes in a private preparatory academy or being part of a ministry leadership team developing partnerships between a non-profit social services agency and the local public school district, her desire is always for students' hearts to grow in the knowledge and understanding of the truth (2 Peter 3:18). In addition, she joyfully serves in motherhood alongside her husband, a Major in the United States Air Force, and is an active member of the PCA denomination.

Education:

EdS in Curriculum & Instruction - University of West Florida, Pensacola, FL

MA in Ministry – Lancaster Bible College | Capital Seminary & Graduate School, Lancaster, PA

BS in Bible & BA Vocal Performance– Lancaster Bible College | Capital Seminary & Graduate School, Lancaster, PA

## Ministry Leadership (AA) - Online

**Credential:** Associate of Arts

**Major:** Ministry Leadership

**Location:** Online

**Program Mission Statement:** The Ministry Leadership program exists to develop emerging leaders for biblically based, spiritually formative ministry in the local church, community, and around the world.

**Program Learning Outcomes:** As a result of this program, students will:

1. Formulate a philosophy of ministry that is biblically grounded, spiritually formative, and rooted in the global mission of God.
2. 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. Inculcate an understanding and praxis of servant leadership, team dynamics, and self-awareness.
4. Demonstrate effective communication and leadership skills which are biblically grounded, culturally sensitive, and useful for holistic influence in various ministry contexts.
5. Develop effective personal and professional relationships based on mutual support and accountability for the purpose of intentional ministry leadership development

**Experiential Learning:** MIN 350 Ministry Leadership Internship

## Ministry Leadership AA Curriculum Scope

Ministry Leadership AA Curricular Structure	Credits
Bible & Theology Courses	18
Arts & Sciences Courses	18
Ministry Leadership Courses	18
Electives	6
Christian Service CSV 199, CSV 200	0
<b>Program Total</b>	<b>60</b>

### Biblical Studies (18 credits)

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
THE 105	Prelude to Biblical & Theological Studies	3

### Arts & Sciences (18 credits)

LAN 101	Academic Writing, Research, and Rhetoric	3
LAN 104	Public Speaking	3
— —	History / Literature Core (100/200 Level)	3
— —	Human Culture Elective	3
— —	Science or Mathematics Core Course	3
— —	Arts & Sciences Elective	3

**Ministry Leadership (18 credits)**

CML 102	Foundations of Ministry	3
CML 210	Fundamentals of Leadership	3
MIN 201	Strategic Ministry Leadership	3
MIN 350	Ministry Leadership Internship	3
— —	Ministry Development Courses 6 Credits	6

**Ministry Development (6 credits of 18 Major credits)**

Students choose from a pool of Ministry Development courses. These are selected in coordination with the Field Service Supervisor, who will help students determine the best courses to take based on their vocational goals, previous experiences, role and responsibilities within their current ministry context, etc.

**Electives (6 credits)**

Elective	3
Elective	3

**Christian Service (0 credit)**

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. CSV 199 and CSV 200

CSV 199	Christian Service	0
CSV 200	Christian Service II	0

**Program Director:** Betty Bacon, EdS

Betty has dedicated her professional work to amplifying and instilling the truth, goodness, and beauty paramount to Christian education. Whether through teaching middle and high school classes in a private preparatory academy or being part of a ministry leadership team developing partnerships between a non-profit social services agency and the local public school district, her desire is always for students’ hearts to grow in the knowledge and understanding of the truth (2 Peter 3:18). In addition, she joyfully serves in motherhood alongside her husband, a Major in the United States Air Force, and is an active member of the PCA denomination.

Education:

EdS in Curriculum & Instruction - University of West Florida, Pensacola, FL  
 MA in Ministry – Lancaster Bible College | Capital Seminary & Graduate School, Lancaster, PA  
 BS in Bible & BA Vocal Performance– Lancaster Bible College | Capital Seminary & Graduate School, Lancaster, PA

**Ministry Leadership Minor**

Location: Online

Students enrolled in a program at an LBC location can take a minor that is offered online or at a location.

**Curriculum**

CML 102	Foundations of Ministry	3
CML 210	Fundamentals of Leadership	3
CML 324	Spiritual Formation of Ministry Leaders	3
MIN 201	Strategic Ministry Leadership	3
		<b>Subtotal: 12</b>

## Pastoral Ministry Minor

Location: Online, Washington, DC

Students enrolled in a program at an LBC location can take a minor that is offered online or at a location.

<b>Pastoral Ministry Minor</b>	<b>Credits</b>
CML 210 Fundamentals of Leadership	3
PAS 102 Pastoral Ministry	3
PAS 201 or CML 201 Biblical Preaching or Teaching Skills	3
PAS 402 Pastoral Care	3
<b>Total</b>	<b>12</b>

PAS 201 is not currently offered online.

## 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.

### 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) - Online

**Credential:** Bachelor of Arts

**Major:** Communication

- Students may add a second major in Biblical Studies by completing 30 credits of Bible/Theology instead of the 18 required credits

**Location:** Online

**Program Director:** Dr. Michael J. Freeman, DEd

**Program Mission Statement:** The Communication major is Lancaster Bible College's response to the urgent need for communicators to influence the media and culture from a relevant but biblical worldview. This major seeks to meet this demand by producing skilled communication professionals rooted in Christian values.

**Program Learning Outcomes:** As a result of this program, 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.

**Experiential Learning:** COM 450 Communication Internship

### Communication BA Curriculum Scope

Communication Curricular Structure	Credits
Bible & Theology Courses	18
Arts & Sciences Courses	37
Communication Courses	36
Electives	29
Christian Service CSV 199, CSV 200	0
<b>Program Total</b>	<b>120</b>

#### Biblical Studies (18 Credits)

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
THE 105	Prelude to Biblical & Theological Studies	3

#### Arts & Sciences (37 Credits)

HUM 101	Human Thought and the Humanities	3
---------	----------------------------------	---



HUM 102	Human Thought in Math and Science	3
LAN 101	Academic Writing, Research, and Rhetoric	3
LIT	Literature Elective (100/200 level)	3
HIS	HIS History (200 Level)	3
SCI	Science Elective (100/200 level)	3
SCI	Science Lab (100/200 level)	1
MAT	MAT___ Math Core (100/200 Level) 3 credits	3
	Human Culture Elective	3
	Arts & Sciences Elective	3
	Arts & Sciences Elective	3
	Arts & Sciences Elective	3
	Arts & Sciences Elective	3

### Communication (36 credits)

COM 102	Introduction to Communication	3
COM 110	Principles and Practices	3
COM 201	Communication Ethics	3
COM 203	Writing for Social Media	3
COM 212	Media: Conveyor of Cultural Ideas	3
COM / LAN 311	Writing for News Media	3
COM 320	Survey of Marketing	3
COM 330	Survey of Web Design	3
COM 340/LAN 342	Writing on Social Issues	3
COM 350	Writing for Publication	3
COM 450	Communication Internship	3
COM 475	Communication Senior Project	

### Electives (29 credits)

Electives can possibly be filled through Life Experience Credits.

### Christian Service (0 credit)

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. CSV 199 and CSV 200

CSV 199	Christian Service	0
CSV 200	Christian Service II	0

**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 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.

## Communication Minor

Locations: Online

Students enrolled in a program at an LBC location can take a minor that is offered online or at a location.

### Curriculum

COM 102	Introduction to Communication	3
COM 110	Principles and Practices	3
COM 201	Communication Ethics	3
	COM ____ Elective	3
	COM ____ Elective	3
<b>Subtotal: 15</b>		

## Interdisciplinary Studies (BIS) - Online

**Credential:** Bachelor of Interdisciplinary Studies

**Majors:** Interdisciplinary Studies, Biblical Studies

**Location:** Online

**Program Director:** Mark Menga, PhD

**Program Mission Statement:** The Interdisciplinary Studies (IDS) major provides versatility through study from a biblical perspective in more than one discipline. Opportunity is provided for students to explore diverse disciplines, while developing interdisciplinary knowledge, essential skills, and sharpening critical thinking and communication skills. Our students will apply a biblical worldview to their broad academic interests and career fields.

**Program Description:** The Bachelor of Interdisciplinary Studies (BIS) with a major in Interdisciplinary Studies (IDS) allows students to flexibly build a degree designed for their individual needs. Students gain core knowledge and skills from three fields (Biblical Studies major, plus two disciplines within the IDS major). LBC students earning this degree will also fulfill any needed General Education requirements. While single-subject majors focus on only one area, the IDS major can combine multiple areas of study. Students are presented with carefully selected pairs of disciplines from across the academic departments at LBC.

**Program Learning Outcomes:** As a result of this program, students will:

1. 1. Develop interdisciplinary knowledge, understanding, and expertise, from a biblical perspective.
2. 2. Demonstrate effectiveness in communication skills, including reading and writing.
3. 3. Apply problem solving, critical thinking, collaboration, and creativity across the chosen disciplines.
4. 4. Articulate a biblical worldview as applied to interdisciplinary knowledge, approaches and fields of study.

**Experiential Learning:** None required.

## Interdisciplinary Studies Curriculum Scope

Interdisciplinary Studies Curricular Structure	Credits
Bible & Theology Core	30
Arts & Sciences Core	37
Interdisciplinary Studies (Core + Two Disciplines; 30 credits minimum)	30 - 39
Electives	14 - 26
Christian Service CSV 199, CSV 200	0
<b>Program Total</b>	<b>120</b>

**Students choose two disciplines and take four to six courses from each.** The following table shows an example of the courses that would be taken by a student taking Ministry Leadership and another discipline:

Ministry Leadership and Business Administration (29 credits)	Ministry Leadership and Communication (27 credits)	Ministry Leadership and Sport Management (27 credits)
CML 102 Foundations of Ministry	CML 102 Foundations of Ministry	CML 102 Foundations of Ministry
CML 210 Fundamentals of Ministry Leadership	CML 210 Fundamentals of Ministry Leadership	CML 210 Fundamentals of Ministry Leadership
MIN 201 Strategic Ministry Leadership	MIN 201 Strategic Ministry Leadership	MIN 201 Strategic Ministry Leadership
CML 324 Spiritual Formation of Ministry Leaders	CML 324 Spiritual Formation of Ministry Leaders	CML 324 Spiritual Formation of Ministry Leaders
BUS 102 Introduction to Business	COM 102 Introduction to Communication	SPM 105 Introduction to Sport Management
BUS 103 Information Systems for Business	COM 201 Communication Ethics	SPM 140 Fundamentals of Coaching
BUS 113 Foundations of Accounting	COM 110 Principles & Practices	SPM Major Elective
BUS 302 Marketing	Communication & Media Arts Elective	SPM 412 Sociology of Sport
BUS 205 Finance or BUS 307 Business Law	Communication & Media Arts Elective	SOC 305 Sport Psychology
BUS 203 Leadership or BUS 207 Organizational Leadership		

### Available discipline pairings include:

- Business Administration and Communication
- Business Administration and Ministry Leadership
- Business Administration and Political Science
- Business Administration and Sport Management

- Communication and Literature
- Communication and Ministry Leadership
- Communication and Political Science
- Communication and Sport Management
- Criminal Justice and Political Science
- History and Literature
- History and Political Science
- Literature and Political Science
- Ministry Leadership and Sport Management

### **Biblical Studies (30 credits)**

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
THE 105	Prelude to Biblical & Theological Studies	3
THE 223	Christian Narrative I: Creation & Fall	3
THE 224	Christian Narrative II: Redemption	3
	Bible/Theology Elective	3
	Bible/Theology Elective	3

### **Arts & Sciences (37 credits)**

HIS	HIS History Elective	3
	Human Culture Elective	3
HUM 101	Human Thought and the Humanities	3
HUM 102	Human Thought in Math and Science	3
LAN 101	Academic Writing, Research, and Rhetoric	3
LIT	Literature Elective (100/200 level)	3
MAT	Math Elective (100-200)	3
SCI	Science Elective (100/200 level)	3
SCI	Science Lab (100/200 level)	1
	Arts & Sciences Elective	3
	Arts & Sciences Elective	3
	Arts & Sciences Elective	3
	Arts & Sciences Elective	3

### **Discipline Courses (30 – 39 credits)**

**Disciplines** within the Interdisciplinary Studies major may be completed in any order, unless prescribed by the student success coach and/or Global Program Coordinator.

**Discipline courses** must be taken in the order prescribed by the academic department, following any pre-requisite requirements, unless permission is granted by the Global Program Coordinator, course professor or academic department chair (or designee) to take courses out of sequence.

The following table shows the courses required for each discipline in the Interdisciplinary Studies program.

<b>Business Administration</b>	<b>Communication</b>	<b>Criminal Justice</b>	<b>History</b>	<b>Literature</b>	<b>Ministry Leadership</b>	<b>Political Science</b>	<b>Sport Management</b>
------------------------------------	----------------------	-----------------------------	----------------	-------------------	--------------------------------	------------------------------	-----------------------------

BUS 102 Introduction to Business	COM 102 Introduction to Communication	CRJ 101 Introduction to Criminal Justice	History Elective HIS 201, HIS 202, HIS 203, HIS 204, HIS 205, HIS 210, HIS 224, and 300 and 400 level HIS courses.	Literature Elective	CML 102 Foundations of Ministry	POL Core, 3 of the 4 required: POL 100, POL 202, POL 211, POL 250	SPM 105 Introduction to Sport Management
BUS 103 Information Systems for Business	COM 201 Communication Ethics	CRJ 203 American Judicial System	History Elective	Literature Elective	CML 210 Fundamentals of Ministry Leadership	POL Core #2	SPM 140 Fundamentals of Coaching
BUS 113 Foundations of Accounting	COM 110 Principles & Practices	CRJ 211 Ethical Issues in Criminal Justice	History Elective	Literature Elective (300/400)	MIN 201 Strategic Ministry Leadership	POL Core #3	SPM 412 Sociology of Sport
BUS 302 Marketing	Communication & Media Arts Elective	Criminal Justice Elective: CRJ 202, CRJ 250, CRJ 304, CRJ 310, CRJ 380, CRJ 422, CRJ 381, SWK 204, SWK 213	History Elective (300/400) - HIS 301, HIS 302, HIS 303, HIS 304, HIS 305, HIS 310, HIS 480, HUM 422 CP: The Modern Age	Literature Elective (300/400)	CML 324 Spiritual Formation of Ministry Leaders	Major Elective: HIS 204, HIS 301, POL 201, POL 203, POL 310, POL 320*, POL 380, SWK 202*	SOC 305 Sport Psychology
BUS 205 Finance or BUS 307 Business Law	Communication & Media Arts Elective	Criminal Justice Elective	History Elective (300/400)	Literature Elective (300/400)		Major Elective: HIS 204, HIS 301, POL 201, POL 203, POL 310, POL 320*, POL 380, SWK 202*	SPM Major Elective
BUS 203 Leadership or BUS 207 Organizational Leadership						<i>*courses may have additional prerequisites</i>	

## Electives (18-26 credits)

Electives can possibly be filled through Life Experience Credits.

### Christian Service (0 credit)

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. CSV 199 and CSV 200

CSV 199	Christian Service	0
CSV 200	Christian Service II	0

### Program Director:

Mark Menga, PhD

Dr. Menga has been teaching communication, media, and film courses since 2000. Dr. Menga has studied media and culture at the graduate and doctoral levels, specifically looking at how visual media impact the soul.

# 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.

### 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.

## Human Services (BSHS) - Hybrid

**Credential:** Bachelor of Science

**Major:** Human Services

- *Students may add a second major in Biblical Studies by completing 30 credits of Bible/Theology instead of the 18 required credits*

**Minor:** Biblical Studies

**Location:** Philadelphia (hybrid)

**Program Learning Outcomes:** As a result of this program, students will:

1. Demonstrate knowledge, theory, and skill to understanding the history of Human Services, information management, conditions that promote or inhibit social functioning, and the systematic analysis of servicing need.
2. Practice in diverse cultural setting differentiating between worldviews; while integrating theory to skill, practice and professional behaviors, acquired from classroom instruction to human services social settings through via fieldwork.
3. Apply Christian values for ethical practices in direct and indirect service delivery.
4. Demonstrate a working knowledge, skills and theory related to the interaction of human systems including: individuals, group, family, organizational, community, and society.
5. Exhibit professionalism, knowledge and skill, in forming client assessments, developing a holistic perspective of client problem areas, and demonstrating the love of God in client-worker relationships.

**Experiential Learning:** HSV 315 Agency Field Practicum and HSV 410 Senior Field Internship

## Human Services BS Curriculum Scope

Human Services Curricular Structure	Credits
Bible & Theology Courses	18
Arts & Sciences Courses	37
Human Services Courses	45
Electives	20
Christian Service CSV 199, CSV 200	0
<b>Program Total</b>	<b>120</b>

### Biblical Studies Courses (18 credits)

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
THE 105	Prelude to Biblical & Theological Studies	3

### Arts & Sciences Courses (37 credits)

HIS	HIS History Elective	3
HUM 101	Human Thought and the Humanities	3
HUM 102	Human Thought in Math and Science	3
LAN 101	Academic Writing, Research, and Rhetoric	3
LIT	Literature Elective (100/200 level)	3
MAT	Math Elective (100-200)	3
MAT 216	Statistics for the Social Sciences	3
PHI 307	Professional Ethics & Legal Issues	3
SCI	Science Elective (100/200 level)	3
SCI	Science Lab (100/200 level)	1

SOC 101/PSY 101	General Psychology	3
SOC 203	Principles of Sociology	3
SOC 325	Human Growth & Development	3

### Human Services Courses (45 credits)

CNS 310	Models of Helping Skills	3
HSV 101	Foundations and Calling	3
HSV 200	Introduction to Human Services	3
HSV 202	Human Diversity	3
HSV 206	Foundations & Theories of Human Systems	3
HSV 208	Social Welfare, Policies, and Practice	3
HSV 212	Group Experience & Self Evaluation	3
HSV 300	Family Systems	3
HSV 310	Agency Field Practicum II	1
HSV 311	Agency Field Practicum III	1
HSV 315	Agency Field Practicum	3
HSV 400	Advocacy & Methods for Human Functioning	3
HSV 401	Community Development Assessment	3
HSV 402	Organization & Case Management	3
HSV 410	Senior Field Internship	3
PCN 332	Abnormal Psychology	3
PSY 226	Human Behavior & the Social Environment	3

### Electives (20 credits)

The general elective courses can be selected from a broad range of courses or can be transferred in from a previous college experience.

CNS 311	Helping Relationships	3
HSV 230	Evangelism in the Marketplace	3
	Elective	3
	Elective	3
	Elective	3
	Elective	3
_____	Elective	3

### Christian Service (0 credit)

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. CSV 199 and CSV 200

CSV 199	Christian Service	0
CSV 200	Christian Service II	0

## Human Services Minor

Locations: Online, Philadelphia

Students enrolled in a program at an LBC location can take a minor that is offered online or at a location.



**Curriculum**

PCN 201	Systems of Counseling I: Christian	3
PCN 212	Systems of Counseling II: Psychology	3
PCN 332	Abnormal Psychology	3
SWK 102	Introduction to Social Work	3
SWK 204/HUM 204	Cultural Diversity	3
		<b>Subtotal: 15</b>

**Psychology (BS) - Online**

**Credential:** Bachelor of Science

**Majors:** Human Services and Biblical Studies

**Location:** Online

**Program Director:** Melissa Boas, MEd

**Program Mission Statement:** 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.

**Program Learning Outcomes:** As a result of this program, 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

**Experiential Learning:** Students will take a practicum course as part of their degree program. Students will apply learned methodologies to real world psychotherapeutic environments, including group facilitation. Student will select a practicum site and participate 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. Students are required to complete 75 total hours at the practicum site with 15 of those hours being direct client hours.

**Program Requirements:** The Psychology Program is designed to promote and encourage student success and prepare the student to study at the graduate level. Through course work and field service opportunities students will learn about counseling theory and methodology, along with being introduced to specialty areas of counseling. In our hands-on classes, such as practicum, students will have the opportunity to experience what they have learned in the classroom setting. As a result, the Psychology Program's courses have been structured in a way to allow for students to learn biblical truth and theology alongside the science of psychology and the art of counseling.

To fulfill the professional elective requirements, students have the options to register for Social Work and CML (Church and Ministry Leadership) courses.

**Psychology Curricular Structure**

	<b>Credits</b>
Bible & Theology Courses	30
Arts & Sciences Courses	37

Psychology Courses	35
Electives	18
Christian Service CSV 199, CSV 200	0
<b>Program Total</b>	<b>120</b>

**Biblical Studies Courses (30 credits)**

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
THE 105	Prelude to Biblical & Theological Studies	3
THE 223	Christian Narrative I: Creation & Fall	3
THE 224	Christian Narrative II: Redemption	3
	Bible/Theology Elective	3
	Bible/Theology Elective	3

**Arts & Sciences Courses (37 credits)**

HIS	HIS History Elective	3
HUM 101	Human Thought and the Humanities	3
HUM 102	Human Thought in Math and Science	3
HUM 204	Cultural Diversity	3
LAN 101	Academic Writing, Research, and Rhetoric	3
LIT	Literature Elective (100/200 level)	3
MAT 216	Statistics for the Social Sciences	3
SCI	Science Elective (100/200 level)	3
SCI	Science Lab (100/200 level)	1
SOC 101/PSY 101	General Psychology	3
SOC 203	Principles of Sociology	3
SOC 228	Principles and Practices of Psychotherapy	3
SOC 325	Human Growth & Development	3

**Psychology Courses (35 credits)**

PSY 122	Group Psychotherapy	3
PSY 143	History and Systems of Psychology	3
PSY 211	Personality Theory: Development and Change	3
PSY 332	Psychopathology	3
PSY 333	Multicultural Psychology	3
PSY 335	Research Methods	3
PSY 351	Therapy Lab	3
PSY 415	Practicum	3
PSY 444	Social Psychology	3
PSY 496	Capstone Thesis I	3
PSY 497	Capstone Thesis II	1
	PSY____ Elective-3 credits	
	PSY____ Elective-3 credits	

**Electives (18 credits)**

Elective	3
Elective	3
Elective	3
Elective	3
Elective	3
Elective	3

**Christian Service (0 credit)**

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. CSV 199 and CSV 200

CSV 199	Christian Service	0
CSV 200	Christian Service II	0

**Program Director:** Melissa Boas, MEd

Melissa Boas is 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

**Global Program Coordinator:** Lori DeWald, MA

Lori DeWald is the Global Program Coordinator for the online BS in Psychology program at LBC and serves as Assistant Professor for the program. Lori has over 5 years of experience teaching psychology courses at various institutions. Prior to beginning her teaching career, Lori worked for almost 20 years with children and adolescents with diverse mental health challenges in various settings. She is currently working on her Ph.D. in Developmental Psychology at Liberty University and is conducting research on the impact of social media use on the psychological well-being of emerging adults, considering the possibility of spirituality as a protective factor. Lori enjoys sharing her love of God and the field of psychology with her students at LBC. When she is not working, Lori enjoys spending time with her family, including her 2 dogs and 2 cats, volunteering at her church, and being active in outdoor activities and sports.

## Education:

MA in Clinical Mental Health Counseling, Messiah University  
 MA in Psychology: Child & Adolescent Concentration, The Chicago School of Professional Psychology  
 BA in Psychology, Mansfield University

# Courses

## ACC - Accounting

### ACC 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: 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: 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: 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: 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: BIB 103 and BIB 106 .

**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: BIB 106 and BIB 203.

**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: 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: BIB 106, BIB 203, THE 223 for NT focus or BIB103, BIB 106, 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: BIB 106, BIB 203, THE 223 for NT focus or BIB103, BIB 106, 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)**

Greek Exegesis is a development of the grammatical skills acquired in Greek Grammar I & II. One or two advanced Greek grammars are studied and the practical grammar application is made by exegeting selected sections of the Greek New Testament. 3 credits.

Prerequisite: BIB 106 and 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. 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. 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 covers each chapter systematically and in detail. The special emphasis on the Kingship of Christ as the Son of David is noted, and this approach is followed through the book. 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. 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 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.

## **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 113 - Foundations of Accounting (3)**

Foundations of Accounting is used for decision making, product management and product design and pricing. This course will outline the process used to make decisions using accounting systems data. The viewpoint of this course is from the interpreter's perspective rather than the one who prepares data. Techniques studied will include budgeting, cost accounting, decision making, planning and process control. The use of cost as a decision-maker is emphasized. 3 credits

### **BUS 201 - Business Ethics (3)**

Using case studies, readings and group projects, students will explore the challenges inherent in creating and leading organizations in light of biblical principles. Examination of financial, social, and environmental issues will occur from a variety of perspectives: corporate management, shareholders, employees, customers, suppliers, community and ecosystems. (3 credits)

### **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 221 - Business Workshop (1)**

### **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 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 granted 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 granted 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 granted by the Business Administration Program Director or the Internship Advisor. 0 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 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 480 - Selected Topics in Business (3)**

## **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 105 - The Gospel Shapes and Moves Us (3)**

Considering the gospel is more than a concept that one learns only at the point of conversion, God's people in Christ must continue to learn the depth and breadth of the gospel and its implications. This course is designed to help students learn the gospel more deeply as the peak of the Biblical Story, and through this deeper understanding, learn how the gospel shapes the believer's personal story, thinking, actions, and ministry. Emphasis is placed on Gospel-centered understanding, leading to Gospel-centered living, leading to Gospel-centered ministry.

### **CML 106 - Disciple Making (3)**

Jesus commanded his disciples to "make disciples of the nations." The church's work of disciple-making involves two basic components - influencing people toward a confession of saving faith in Christ, and teaching them to walk in obedience to His teachings. This course will help students to develop a Biblical understanding the church's central calling to make disciples. Thought will be given to evangelism through our church communities as a form of disciple-making, as well as ongoing influence to all believers.

### **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 Adult Ministry (3)**

This course will equip students to teach God's Word creatively and effectively to adults. In addition to exploring the unique characteristics of adults as learners, students will learn how to study and teach the Bible in both small and large group settings. There will be multiple opportunities to practice and hone personal teaching skills throughout the course.

### **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 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 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 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 328 - Ministry Administration and Finance (3)**

Continuing the development of leadership skills, this course focuses on the administrative skills needed to be an effective leader. Students will examine Biblical principles necessary for the effective stewardship and administration of ministry programming, volunteers, and finances. Additionally, students will create a strategic plan for personal and ministry development. (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.

## **CNS - Counseling**

### **CNS 310 - Models of Helping Skills (3)**

This is a preparatory counseling course. The aim is to introduce students to skills needed to function as effective helpers in a helping relationship. While the course offers an introduction to current treatment approaches, specific theories of helping and practice models are also presented. The course re-emphasizes skills in attending, listening, responding, and other interviewing skills learned. Throughout the course, each approach is viewed from a historical, cultural, spiritual, and philosophical perspective. Students demonstrate each theoretical model and assess its potential for incorporation into their developing counseling style. Course Prerequisite(s) – Junior Status, HSV 200, HSV 202, HSV 206

Prerequisite: Junior status required.

### **CNS 311 - Helping Relationships (3)**

This course examines common issues as it relates to diverse populations. It explores the biblical perspectives and developmental/cultural situations that will help prepare the students to engage in counseling specific populations groups. The course is designed to provide a practical overview of various theoretical approaches to the helping relationship. Practice in role playing situations involving various helping and human relations skills is included. An integral focus of the course is the opportunity to integrate and apply counseling techniques to various populations. An emphasis will be given to training in basic listening skills, interviewing techniques and the interpretations of non-verbal behavior and communications. Course Prerequisite(s) – Senior Status, CNS 310

Prerequisite: Senior status required.

## **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. 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 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 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: COM110 or permission of the instructor. (3 credits)

Prerequisite: ( COM202 ).

### **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 320 - Survey of Marketing (3)**

This course will survey the history, key theories, core knowledge (concepts and terminology), and underlying philosophies of marketing. Best practices, strategies, ethical and legal issues related to both 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 marketing strategy and campaign. Prerequisite: COM110 or permission of instructor. 3 credits.

Prerequisite: ( COM202 ).

### **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: COM110 or permission of instructor. 3 credits.

### **COM 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 345 - Professional Communications (3)**

This course covers the study of communication in the professional and ministry workplace. Topics include listening, verbal (oral/speaking and written) and nonverbal communication, communication technology, interpersonal, group, and team communication. (3 credits)

### **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 110 or permission of instructor. 3 credits.

Prerequisite: ( COM202 ).

### **COM 355 - Public Relations Communication Strategy (3)**

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, and practical activities, this course will cover the immutable building blocks of an effective public relations strategy in the context of a dynamic, new media landscape. Through the lens of a biblical worldview, the principles and tactics of today's public relations professional will be examined and evaluated. (3 credits)

Course Prerequisite(s) – COM 320 Marketing Communication or permission of instructor

### **COM 357 - Digital Marketing Brand Strategies (3)**

A powerful brand helps businesses and ministries of all types attract and retain a loyal and engaged following, as well as increase the efficiency of every marketing dollar. However, a brand goes beyond a logo or mark that the public recognizes. In this course, students will examine the components of a brand, learn to conceptualize, design, and evaluate a brand image, gain experience in making strategic and tactical decisions to grow a brand through digital media platforms, and explore how a biblical worldview affects brand decisions and communications. (3 credits)

Course Prerequisite(s) – COM 320 Marketing Communication or permission of instructor

### **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 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.

### **COM 455 - Communication Advanced Internship (12)**

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 475 - Communication Senior Project**

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.

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 critical issues faced by American police through analyses of research relating to 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 215 - Soul Care for the Criminal Justice Professional (3)**

### **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 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. Prerequisite: CRJ 101 or SOC101 (3 credits)

Prerequisite: ( CRJ101 ).

**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 311 - Ethical Issues in Criminal Justice (3)**

**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 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

**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)

## **CSV - Christian Service**

### **CSV 199 - Christian Service (0)**

This non-credit Christian Service requirement is an integral part of the overall education process at LBC. Active involvement in a church or para-church organization reinforces the application of biblical principles learned in the classroom to life situations. Participating in ministry while enrolled in the program helps the students to cultivate a desire to share Christ with those in spiritual need and prepares the student with opportunities for practical, on-the-job training in Christian ministry.

### **CSV 200 - Christian Service II (0)**

This non-credit Christian Service requirement is an integral part of the overall education process at LBC. Active involvement in a church or para-church organization reinforces the application of biblical principles learned in the classroom to life situations. Participating in ministry while enrolled in the program helps the students to cultivate a desire to share Christ with those in spiritual need and prepares the student with opportunities for practical, on-the-job training in Christian ministry.

### **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.

# CTS - Community Transformation

## **CTS 101 - Introduction to Community Transformation and Social Activism (3)**

Each student will learn principles to (a) understand the diversity of urban settings (b) target the needs of various people groups within an urban area, and (c) develop strategies to for effective urban ministry within that culture. This course will combine classroom learning and hands-on training in a cross-cultural urban setting.

## **CTS 200 - Research Techniques for Community Transformation (3)**

In this course students will be introduced to analytical methods and techniques used in the field to understand communities. The course will teach students how to obtain data and which analytical tools are most appropriate. How to use various computer applications will also be introduced in this course, ultimately preparing the student to take further courses in the major in which they will apply the techniques learned.

## **CTS 300 - Social Community Analysis (3)**

Interpreting and explaining a community from within through theory and practice. Defining a community, determining community boundaries, and understanding how people function within those boundaries. Development of skills includes applied and demographic research, developing surveys, the use of Geographic Information Systems and statistics analysis. During this class students will identify their capstone project.

## **CTS 301 - Public Policy I (3)**

Students preparing to be servant ministry leaders with a God-centered heart will be introduced to the role an engaged citizenry (i.e. public policymaker, policy analyst, administrator, and advocate) plays in a democracy and identify and explain trends in civic engagement in the United States. Additionally, the course material will outline concepts and strategies that enhance students' abilities to address public problems through individual or collective action.

## **CTS 400 - Public Policy II (3)**

The internship may be in a federal, state or local agency in the executive or legislative branches of government or in a private or non-profit firm that works closely with such an agency to fulfill the agency's mission. The student will demonstrate through application the public policy theories learned while engaged in 30 hours of field experience with a public or nonprofit organization.

## **CTS 401 - Fund Development (3)**

Students will learn to develop comprehensive fund development strategies, action plans, and master documents in order to secure grant funds and individual contributions for various community initiatives.

## **CTS 402 - Capstone Project (3)**

The student will apply the knowledge gained through the previous courses taken in the CTSE program by engaging in a community project in which they will execute the skills and knowledge gained thus far in order to bring about transformation in the community. The student will have 120 hours of field experience in which they will execute their capstone project. This experience coupled with the 30 hours of experience gained through the Public Policy II course, will give the CTSE student a total of 150 hours of field experience.

## **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 ).

## **FAS - Foundations for Academic Success**

### **FAS 100 - Foundations for Academic Success (3)**

This course offers an orientation designed to equip LBC Global undergraduate students for success in their courses by providing strategic information tailored to promote their learning and growth. Beginning with the LBC mission, vision, and core beliefs, this course will discuss the impact of a biblical worldview on life and learning. Resources for student success will be discussed such as LBC technology systems, the library, writing services, and advising. Furthermore, this course will provide information and discuss the learner's responsibilities in areas such as time management, learning strategies, academic integrity, and writing style guides. This course is required for all students, unless they are transferring in 45 or more credits, not including life experience credits. Students should take this course at the beginning of their program.

## **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 a knowledge of future health leaders, managers and administrators to an understanding of US healthcare system. Topics discussed include the main components and issues of the organization, financing, and delivery of health services and public health systems. The student will also develop teaching and instructional skills to use in the healthcare setting. Upon completion of the course, students will use critical thinking skills to apply knowledge from previous course work to determine how the US healthcare system is organized, financed, and delivered. As well as being equipped to teach staff, clients, family and the community regarding healthcare needs. Prerequisite: Healthcare Policy and Economics (3 credits)

Prerequisite: ( HCM215 ).

### **HCM 302 - Healthcare Management II (3)**

Following Healthcare Management I, this course will further equip the student to use research to analyze the advantages and disadvantages of the US healthcare system. Using evidence-based research, the student will form critical analysis of the US healthcare system as compared to other world-wide healthcare systems. Topics discussed include the main components and issues of the US system, financing, and delivery of health services and public health systems throughout the world. Upon completion of the course, students will develop a proposal for a new healthcare system that addresses the disparities of the current US system. Prerequisite: Healthcare Management I. 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 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 (2)**

This course will equip and challenge the student to use all of the knowledge gained in HCM Practicum 1. 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 (1)**

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)**

This course is a survey of the movement of America from a rural, agricultural society to an urban, industrial society with emphasis on differing historical interpretations of major events, such as populism, progressivism, normalcy, the New Deal, the World Wars, and their aftermath. 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 206 - Medieval History (3)**

Medieval Europe rose out of the ashes of Rome's fall in the 5th century and established itself on Roman Catholic religion and feudal traditions. This class examines the foundations of Roman Catholicism, the division between Latin and Orthodox churches, the development of royal power, the dynamic relationship between popes and kings, and the origins of European Renaissance and Reformation. 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 (3)**

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 - Selected Topics in History (3)**

### **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 reasons and events that led to the American Civil War. It further examines leadership styles, various strategies and tactics used in major battles, the factors that account for success and failure on the battlefield and the results of the war. Various battlefields are visited so students better understand how terrain affected a particular engagement. 3 credits.

### **HIS 304 - American Religious History (3)**

Since its founding, America housed many different religious faiths which contributed to its independence and development. At the same time, America's distinct history helped to shape religious traditions, denominations, and doctrines. This class traces the development of American religious movements and studies the dynamic relationship between them and culture. 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 306 - The 1960s & its Legacy (3)**

The 1960s represents the hinge point between the Modern and Postmodern worlds. This class examines the Cold War context which inspired the cultural revolution begun by students in both the United States and Europe, the important place of the Civil Rights Movement as a catalyst for social dissatisfaction, the political crisis precipitated by the Vietnam War, and the cultural implications which extended beyond the next several decades. 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.

### **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.

## **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. Course Prerequisite(s) – HSV 101

### **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.

### **HSV 203 - Evangelism in the Marketplace (3)**

This course is designed to give students an introductory overview of the ministry of evangelism in post-modern, post-Christendom and globalized cultures. Emphasis is on helping students develop a biblical and theological understanding of evangelism with an application to the task of communicating the gospel in contemporary contexts. This course examines critical literature and legislation for biblical evangelizing in contemporary contexts and social service agencies. Special attention will be given to practical strategies for Christians working in secular social environments on how to present the gospel in the marketplace. Perquisites - none

### **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: Sophomore status required.

### **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)**

The field experience course is designed to give students practice opportunities in the delivery of human services to diverse settings within social services agencies. Fieldwork provides an environment and context to integrate the knowledge, theory, skills, and professional behavior that are currently being taught in the classroom. As such, this course integrates skills and knowledge from previous courses and applies them through classroom discussions, role-play, and presentations to practical applications within the field. Through agency observation and class discussion, this course is a beginning opportunity for students to explore and refine their understanding of human services while establishing personal and professional future goals. Students are expected to complete a total of 200 hours between three field placements. (1 credit for each)

***Specific to Field Practice I*** - This course synthesizes learned interviewing skills and critical thinking about the interview processes, (from intake through termination and evaluation) and focuses primarily on using those skills with individuals. The models, theories, and processes learned in this course serve as the foundation for generalist practice with individuals, families, groups, and communities. Additionally, in this class, students role-play various client situations. Personal disclosure of any information about you is not required. If you choose to do so during a role-play, it is essential to remember that you are learning skills and the classroom is not a therapeutic environment. If any situation is unclear, consult the instructor for assistance. Additionally, students in Field Experience I begin assembling their final binders including all papers (self-awareness, theory, & values papers), and required insurances, and clearances (1 credit).

### **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).

### **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.

Course Prerequisite(s) – Junior Status, HSV 101, HSV 200, HSV 202, HSV 206, HSV 208, HSV 212

### **HSV 305 - Agency Field Practicum I (1)**

Lancaster campus version.

### **HSV 306 - Agency Field Practicum II (1)**

Lancaster campus version.

### **HSV 310 - Agency Field Practicum II (1)**

The field experience course is designed to give students practice opportunities in the delivery of human services to diverse settings within social services agencies. Fieldwork provides an environment and context to integrate the knowledge, theory, skills, and professional behavior that are currently being taught in the classroom. As such, this course integrates skills and knowledge from previous courses and applies them through classroom discussions, role-play, and presentations to practical applications within the field. Through agency observation and class discussion, this course is a beginning opportunity for students to explore and refine their understanding of human services while establishing personal and professional future goals. Students are expected to complete a total of 200 hours between three field placements. (1 credit for each)

***Specific to Field Practice II***– This course focuses primarily on the student's learning and interactions in the agency. Attention is given to the role of “supervision” as a learning process, as well as understanding types and usage of human service organizations. This course synthesizes agency policies, systems, case management, and organizational behavior within the framework of helping agencies.

HSV 310 is the second rotation. Students are expected to complete Part II in their “Field Experience Binder” as well as complete 80 rotation hours within two different population agencies.

### **HSV 311 - Agency Field Practicum III (1)**

The field experience course is designed to give students practice opportunities in the delivery of human services to diverse settings within social services agencies. Fieldwork provides an environment and context to integrate the knowledge, theory, skills, and professional behavior that are currently being taught in the classroom. As such, this course integrates skills and knowledge from previous courses and applies them through classroom discussions, role-play, and presentations to practical applications within the field. Through agency observation and class discussion, this course is a beginning opportunity for students to explore and refine their understanding of human services while establishing personal and professional future goals. Students are expected to complete a total of 200 between three field placements. (1 credit for each)

***Specific to Field practice III*** - This course focuses primarily on the students learning and interactions in the agency. Attention is given to the role of “supervision” as a learning process, as well as understanding types and usage of human service organizations. This courses synthesis agency policies, systems, case management, and organizational behavior within the field practice of helping agencies. Students are expected to complete Part II in their “Field Experience Binder” as well as complete 80 rotation hours (1 credit).

Within this finally field experience students are expected to choose one of the three agencies rotations and continue with the next 80 hours into their internship.

Course Prerequisite(s) – Junior/Senior Status, LBC 101, HSV 200, HSV 202, HSV 206, HSV 208, CNS 300, and HSV 210

Prerequisite: Junior/Senior status required.

### **HSV 315 - Agency Field Practicum (3)**

The field experience course is designed to give students practice opportunities in the delivery of human services to diverse settings within social services agencies. Fieldwork provides an environment and context to integrate the knowledge, theory, skills, and professional behavior that are currently being taught in the classroom. As such, this course integrates skills and knowledge from previous courses and applies them through classroom discussions, role-play, and presentations to practical applications within the field. This course synthesizes learned interviewing skills and critical thinking about the interview process. Attention is given to the role of “supervision” as a learning process, as well as understanding types and usage of human service organizations. This course synthesizes agency policies, systems, case management, and organizational behavior within the field practice of helping agencies.

Through agency observation and class discussion, this course is a beginning opportunity for students to explore and refine their understanding of human services while establishing personal and professional future goals. Additionally, students in Agency Field Practicum begin assembling their final binders including all papers (self-awareness, theory, & values papers), and required insurances, and clearances. This course prepares students for the hours they will complete in their field placement internship course.(3 credits)

Prerequisite: Junior/Senior Status.

### **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: Senior status required.

### **HSV 401 - Community Development 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: Senior status, including 30 credit hours within the HSV major. While not required, it is suggested that the course be taken simultaneously with HSV 410.

### **HSV 402 - Organization & 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: Senior status required.

### **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.

### **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)**

The Bachelor-Level Human Services Capstone is a comprehensive, student-centered experience that requires the integration of theory, practical experience, and Biblical principles as they apply to self and others in the helping field. In this cumulative course, students apply the skills, theories, and techniques learned in classrooms collectively, as well as knowledge gained from agency field placements, practical knowledge gained in working with culturally diverse client populations during the practicum and internship experience, to a specific project. The project will identify an issue, problem, information gap, or creative endeavor in which the students will explore, research, evaluate, and theorize in a final paper and/or project presentation. Evidence of both theory and practice is cumulated via the presentation of a student's completed portfolio. On successful completion of the course, Students will have met the learning outcomes of the Human Services degree program,

Course Prerequisite(s): senior status

Prerequisite: Senior status required.

## **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 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 204N - Fundamentals of Art (3)**

This course is 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 an ability to produce two-dimensional and three-dimensional artwork. God, as the Creator, is recognized and upheld as the Master Artist. 3 credits.

### **HUM 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 COM 210.) 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 230 - Introduction to Graphic Design (3)**

### **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 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 COM 302.) 3 credits.

Prerequisite: ( COM202 ).

### **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. Prerequisite: HUM 204 or permission of instructor. 3 credits.

Prerequisite: ( HUM204N OR HU204 ).

### **HUM 306 - Introduction to Photography (3)**

### **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 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. Prerequisites: HUM 240 and MUS 101. 3 credits.

Prerequisite: ( MUS101 OR HUM240 OR HU323 OR MU101 ).

### **HUM 380 - Selected Topics of Humanities (3)**

### **HUM 430 - Cultivating Christian Thought in the Humanities (3)**

This course represents the summative academic experience for majors in the Christian Thought in the Humanities program. The course will present a conceptual framework for understanding the relationship of the various disciplines of the humanities in the context of the pursuit of the Good, the True, and the Beautiful. This will be achieved through readings and discussions (interpersonal and formally academic) of relevant texts and then finally integrated into the form of capstone projects relevant to students' respective specializations.

### **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. Prerequisite: HUM 340. 3 credit.

Prerequisite: ( HUM340 OR MU423 ).

### **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.

### **HUM 490 - Independent Study (3)**

An independent study in a specialized area of humanities 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.

## **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 - Evangelism and Discipleship (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.

### **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)**

**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)**

**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 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.

## **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 060A - Introduction to English Composition: Grammar and Writing (3)**

This course provides instruction in the fundamentals of grammar and the writing process with an emphasis on revision. A grade of C or better is necessary for moving on to LAN 060B. 3 credits

### **LAN 060B - Introduction to English Composition: Research and Writing (3)**

This course provides an introduction to college-level research, while reinforcing concepts taught in LAN 060A. A grade of C or better is necessary for moving on to LAN 101. 3 credits

### **LAN 060N - Introduction to English Composition (3)**

This course provides instruction in the fundamentals of grammar and the writing process with an emphasis on revision. An introduction to college-level research is also included in the course. A grade of C- or better is necessary for moving on to LAN 101. This course does not count towards graduation requirements. 3 credits.

Corequisite: ( LAN061 ).

### **LAN 061 - Introduction to English Laboratory (1)**

This course provides supplemental, lab-style instruction for LAN 101, designed to help students manage the demands of college level writing and research. Because this companion course is graded on a pass/fail basis, students must pass LAN 061 to earn LAN 101 credit on their transcripts. 1 credit

Corequisite: ( LAN060N ).

### **LAN 080 - Fundamentals of Academic Writing (3)**

This course focuses on honing college-level writing skills by building on what was learned in LAN 060 about the writing process. Students will learn how to elaborate their ideas to produce well-crafted, cohesive, and logically-ordered paragraphs and essays. Students will analyze model essays and draft their own while focusing on the development of academic English vocabulary, Standard English grammar, conventions, and mechanics. Assignments will be written using MLA formatting with significant instructional time spent on eliminating plagiarism by citing, quoting, paraphrasing, and summarizing credible sources.

### **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. (3 Credits)

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 151 - Research & Writing (3)**

In this course the student will learn the basic approaches to biblical research including how to develop a research strategy, how to utilize available research tools, and how to present conclusions in a research paper using a specified format. 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. Prerequisite: LAN 101 or equivalent. 3 credits.

Prerequisite: Final grade of C- or higher in LAN 101 .

**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. (3 credits)

Prerequisite: Final grade of C- or higher in LAN 101.

**LAN 205 - Research Writing and Critical Thinking (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)

**LAN 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.

Prerequisite: Final grade of C- or higher in LAN 101 .

**LAN 305 - Inquiry Based College Research and Writing (3)**

This course is designed as a bridge between LAN101 and the various Writing Intensive courses offered across disciplines in the college. Picking up where LAN101 ends, this course focuses specifically on understanding how to read texts with an academic curiosity that leads to substantive research questions. 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: ( LAN101 ).

**LAN 307 - Public Policy Research and Writing (3)**

The importance of being able to communicate complex policy ideas in a way that is easily understood cannot be overstated This course will focus on conveying complex policy concepts clearly and accurately through easily understood narratives. This course equips students to conduct independent research and apply the findings toward creating various types of public policy writing, such as issue backgrounders, option analysis, decision memos, op-eds, executive summaries, and press releases (3 credits)

Prerequisite: Final grade of C- or higher in LAN 101 Academic Writing, Research, and Rhetoric. Crosslisted as: POL 307.

**LAN 310 - Linguistics (3)**

This course investigates the basic elements of theoretical and applied linguistics with an emphasis on practical applications utilizing both written samples and data from live interviews. The goal of the course is for each student to gain an understanding of the basic elements of linguistics and to see how principles and methods of linguistic theory can be applied in language-related fields such as teaching, language acquisition, and cross-cultural communication. 3 credits.

**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)

Prerequisite: ( COM202 ).

### **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 321 - Intermediate Spanish I (3)**

A general grammar and vocabulary review is followed by emphasis on the mastery of the four perfect tenses. Discussions based on an expanding reading program give opportunities to use vocabulary creatively and to practice more advanced sentence structure. A selected South American country is the cultural focus. Prerequisite: LAN222 or instructor approval. 3 credits.

Prerequisite: ( LA222 OR LAN222 ).

### **LAN 322 - Intermediate Spanish II (3)**

Class time concentrates as much as possible on reading and oral discussion in Spanish. Grammar considerations, vocabulary lists, and the practice of composition skills are related to reading selections. The cultural focus of the semester and of the students' projects is the country of Spain. Prerequisite: LAN 321 or instructor approval. 3 credits.

Prerequisite: ( LAN321 OR LA321 ).

### **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. Prerequisite: LAN 101. 3 credits.

Prerequisite: Final grade of C- or higher in LAN 101.

### **LAN 342 - Writing on Social Issues (3)**

This 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.

Prerequisite: Final grade of C- or higher in LAN 101.

### **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.

Prerequisite: Final grade of C- or higher in LAN 101.

### **LAN 490 - Independent Study (3)**

An independent study in a specialized area of language arts 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.

## **LBC - Non Departmental**

### **LBC 101 - Engaging Faith & Life (3)**

The purpose of this course is to challenge the student to discover the intersection of personal faith with a biblical worldview. The course examines the biblical narrative to identify God's character and activity in the world. Definitions of worldview are explored, as are universal themes of life such as origin and identity. Students engage the biblical principles that enhance and promote personal awareness and spiritual growth. Interactive group setting and practices will help the student develop skills in community life, discipleship, and evangelism. 3 credits.

## **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)**

The best known works of major world writers are presented in a manner designed to enable the student to understand, to interpret, and to apply these works in their cultural significance. Selections read exhibit a range in subject, technique, and period of writing from early Greeks to twentieth-century authors. 3 credits.

### **LIT 222 - Nonfiction: Essays & Memoirs (3)**

The word essay was coined by Montaigne and it means to try or attempt. Essays have been written on just about everything: spiders, walking, observing the death of a moth, blindness, ears, noise, and in praise of shadows. In a formal essay the writer demonstrates an expertise about a subject while the personal essay tends to be more whimsical and the writer approaches the topic as a curious amateur. Memoirs suggest a reminiscence. They are not as broad as an autobiography, but usually describe a moment or an event in a person's life. The class will survey the landscape of essays and memoirs and expect students to write both. 3 credits.

### **LIT 222CRC - American Literature (3)**

### **LIT 229 - The Short Story & Novella (3)**

The Short Story and Novella is intended to present well-known works of major writers in a manner that enables students to understand and to interpret these works in their cultural significance. Selections read exhibit a range in subject and technique from the nineteenth century to the present. 3 credits.

**LIT 230 - Dramatic Literature (3)**

This course provides a broad background in the history of the theater through the reading of representative plays from the Greeks to the present. Course content emphasizes the relationship between thematic development and dramatic production. 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 Harlem Renaissance, the Civil Rights movement, and 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.

Prerequisite: ( LAN101N ).

**LIT 320 - Children's Literature (3)**

This course will survey the history of children's literature and the variety of genres available for children. Students will examine the criteria for the selection of literature, including the review of character, setting, plot, style, tone, theme and point of view. It also includes discussion of the literary devices used in children's literature. 3 credits.

**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: ( LAN101N ).

**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.

**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. Prerequisite: LAN 101 or equivalent. 3 credits.

Prerequisite: ( LAN101N ).

**LIT 327 - Major English 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 theater. Prerequisite: English Composition. 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.

Prerequisite: Final grade of C- or higher in LAN 101.

**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.

**LIT 490\_1 - Independent Study (1)**

# **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 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)**

## **MAT 121 - The Nature of Financial Mathematics (3)**

The course covers the basic mathematical skills needed in handling both personal and church finances, including the planning, budgeting, and record keeping. It also includes sound investment principles, IRS tax laws, and the effect that changes in inflation and/or the exchange rate have on individual churches, missions, and missionaries. Accountability and ethics will be stressed. This course does not fulfill the math requirement. 3 credits.

## **MAT 180 - Selected Topics in Mathematics (3)**

## **MAT 101 - Introduction to College Math (3)**

This course covers subject matter which introduces the student to mathematical concepts dealing with historical aspects of our number system and applications, number theory, uses of algebra in the solution of exercises, patterns, inductive reasoning, sets and deductive reasoning, the solution to problems of geometric length and area, surface area and volume of solid geometric figures, and the basic ideas of combinations and permutations. This course fulfills the math requirement. 3 credits.

## **MAT 202 - Math Concepts for Teachers (3)**

Natural numbers, integers, rational numbers, and real numbers, the theory of mathematical operations on these sets, history of number systems, and computer applications for the educational environment are studied. This course does not fulfill the math requirement. Prerequisite: MAT 201 or permission of instructor. 3 credits.

Prerequisite: ( MAT201N OR MA201 OR TRMAT198 OR TRMAT199 ).

**MAT 203 - Geometry (3)**

This course is an introductory course in Euclidean and Non-Euclidean Geometries. The histories and transitions from basic straight edge and compass constructions, axioms and linear algebra to transformation groups will be studied. Further studies into the development of algebra out of Euclidean Geometry and the modern applications of transformations will be addressed. 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. Prerequisite: MAT 201 or permission of instructor. 3 credits.

Prerequisite: ( MAT201N ).

**MAT 212 - Fundamental Mathematics with Modern Applications (3)**

This course is an introduction to mathematical structures and applications to help students understand the historical roles of math in culture. Further study in how these roles have shaped our understanding of creation and the physical world are addressed. Application of topics is emphasized through problem solving. Topics are selected from a variety of areas including algebra, logic, number theory, set theory, and financial math. Topics can vary. This course fulfills the math requirement. 3 credits.

**MAT 216 - Statistics for the Social Sciences (3)**

This course will cover such topics as graphical presentation of data, numerical analysis of data, probability of distributions, the normal distribution, confidence levels, sampling techniques, Chi square computations, ANOVA computations, analysis of variance, linear correlation and regression and will examine the role of biblical and moral decision making as it relates to probability and statistics. 3 credits

**MAT 217 - Applied Statistics (3)**

This course will have a business focus and will make use of quantitative analysis to analyze real-world problems. Business leaders must have a basic understanding of statistics that collect, organize, and analyze critical data. Probability, distributions, expectation, variance, and covariance will be studied with the expectation to use the data to shape the future of an organization. 3 credits.

Prerequisite: ( BUS102 ).

**MAT 218 - Applied Business Mathematics (3)**

This course will have a business focus making use of quantitative analysis to analyze real-world problems with a biblical worldview integrated throughout. Business leaders must have an understanding of mathematics to collect, organize, and analyze critical data. This course applies students' interpretation of mathematical concepts to common business usage covering such topics as percentages, interest, trade, bank and cash discounts, payroll, time value of money, and business loans. 3 credits.

**MAT 219 - Probability & Statistics (3)**

### **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 requirement. 3 credits.

### **MAT 280 - 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.

## **MIN - Ministry**

### **MIN 101 - Leading within God's Mission (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 full-time vocational ministry and healthy habits of discipleship and spiritual formation. Students will also be introduced to academic, spiritual, and life management skills essential to their academic success in a ministry preparation program.

### **MIN 110 - Leadership Development and Team Building (3)**

Building on a foundation of personal character development, this course will overview theological and philosophical essentials for effective leadership. Biblical leadership is defined and explored as students learn how God has uniquely created them for leadership. The role of team and community will also be explored as students learn strategies for effective team-based ministry. (Prerequisite: MIN 101)

### **MIN 150 - Ministry Field Experience (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.

### **MIN 201 - Strategic Ministry Leadership (3)**

Continuing the development of leadership skills, this course focuses on practical skills needed to be an effective leader, citing Biblical examples and principles. Students will learn how to develop strategies for assessing a community, casting vision, developing team, and troubleshooting ministry challenges. Particular attention will be paid to leading strategically within a team context. (3 credits)

**MIN 250 - Ministry Field Service (0)**

This course enables students to be actively and meaningfully involved in ministry as an emerging ministry leader. Students will be challenged in character formation, ministry competency, practical theology, and community participation through active involvement in a selected ministry, meaningfully engagement in mentoring relationships, regular rhythms of self-reflection, and exposure to ministry responsibilities. (Prerequisite MIN 150)

**MIN 301 - Care and Counseling in Ministry (3)**

This course will equip students with basic skills for care and counseling in the context of ministry. Students will develop Biblical foundations for a caring ministry and consider the significant role of the church community in helping individuals walk through life's challenges. Attention will also be given to the importance of healthy boundaries and self-care for the ministry leader. Throughout, students will have opportunity to demonstrate and apply learning. (3 credits)

**MIN 350 - Ministry Leadership Internship (3)**

This course equips students to skillfully demonstrate ministry leadership 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 leadership in a selected ministry, meaningfully engagement in mentoring relationships, regular rhythms of self-reflection, and practical experience in pastoral responsibilities. (Prerequisite MIN 250)

**MIN 450 - Ministry Leadership Practicum (3)**

This course empowers students to make a meaningful contribution in ministry 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 leadership in a selected ministry, meaningfully engagement in mentoring relationships, regular rhythms of self-reflection, practical experience in leadership responsibilities, and ownership of a ministry initiative.

Prerequisite: MIN 350.

**MIN 490 - Ministry Leadership Capstone (3)**

This course guides students through a transition to post-college life in ministry. Students will demonstrate mastery of program outcomes through the assessment of their philosophy of ministry leadership, doctrinal positions, and resume. Students will apply their cumulative Ministry Leadership knowledge and skills to a selected ministry project. Students will also learn the value of life-long learning by applying research skills to contemporary issues in ministry leadership.

Prerequisite: MIN 450.

## **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 ).

## **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 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 320 - Care and Counseling 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.

### **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 340 - Church Leadership (3)**

This is a study of the practical task of the church leader, using the case method and the seminar approach. The leadership tasks to be covered are planning, organizing, staffing, training, delegating, coordinating, controlling, evaluating, decision making, and communicating. Organizational leadership, systems of church government and administration are key components of this course. Case studies are a critical tool used to prepare students for the unique challenges of leading parishioners, staff members and volunteers alike. Prerequisite: CML 210. 3 credits.

Prerequisite: ( CML210 ).

### **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 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 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 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 will provide students with nationally certified training for CISM in preparation for graduate studies where students can opt to provide crisis intervention for catastrophic events. Students will be credentialed and prepared for understanding trauma, its effects and immediate treatment options providing stability to victims of trauma. 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 123 - Strength Training**

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**

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 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 ).

## **PHI - Philosophy**

### **PHI 111 - 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.

### **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 204 - Introduction to Informal Logic (3)**

This course is designed to provide students with the skills they need to explain and defend their faith as well as to function as citizens in the midst of modern cultural controversies. 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.

### **PHI 306 - 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.

### **PHI 307 - Professional Ethics & Legal Issues (3)**

This course provides an in-depth analysis of human service ethics. Students are introduced to the National Organization of Human Services (NOHS) Code of Ethics, and concepts and dilemmas specific to helping relationships. From a foundation in biblical values, the course investigates the issues of responsible practice and through critical analysis and discussion. In particular, this course will explore normative ethical guidelines and principles underlying them. The student will explore issues related to competence, confidentiality, informed consent, and integrity.

### **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**

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. (3 credits)

### **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 - Intro. 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 211 - Christianity & 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. In this course, students will read relevant texts related to these issues and will engage social and political leaders to discuss key issues and policies that relate to Christian thought and culture. (3 credits)

### **POL 250 - Law & Public Policy**

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 260 - Principles of American Free Market Economics**

This course introduces and examines the connection between political and economic ideas, exploring the relationship between American government institutions, free market processes, public issues, economic policy, and political activity. A focus on the close relationship between limited constitutional government and a free enterprise economy will help students frame their understanding of government and economics through the lens of a biblical worldview. (3 credits)

**POL 270 - Professional Development for Public Policy Professionals (3)**

This course will prepare students for success in upcoming internships, job interviews, and preparations for future careers. Faithfulness to a biblical worldview necessarily includes representing 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 online 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.

Prerequisite: None.

**POL 305 - POL 305**

TBA

**POL 307 - Public Policy Research and Writing (3)**

The importance of being able to communicate complex policy ideas in a way that is easily understood cannot be overstated. This course will focus on conveying complex policy concepts clearly and accurately through easily understood narratives. This course equips students to conduct independent research and apply the findings toward creating various types of public policy writing, such as issue backgrounders, option analysis, decision memos, op-eds, executive summaries, and press releases (3 credits)

Prerequisite: Final grade of C- or higher in LAN 101 Academic Writing, Research, and Rhetoric.

**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 325 - Statesmanship for Public Policy Professionals (3)**

Christian statesmanship is the practice of governing with wisdom, integrity, and a commitment to justice and compassion, informed by the doctrines and teachings of Christianity. This course is designed to explore the principles and practices of statesmanship, and their application to contemporary public policy challenges. By the end of the course, students will be better prepared to promote ethical and effective policymaking as public policy professionals. (3 credits)

Prerequisite: Final grade of C- or higher in LAN 101 Academic Writing, Research, and Rhetoric.

**POL 330 - American Constitution: Structure & Power (3)**

This course provides students with a comprehensive understanding of the concept of executive overreach, its historical context, and contemporary relevance in the United States. This course will examine the constitutional framework of the separation of powers and the role of the executive branch in the policymaking process. Factors that contribute to executive overreach, such as the expansion of executive authority during times of crisis, and the implications for democratic governance and individual rights will be analyzed. (3 credits)

Prerequisite: Final grade of C- or higher in LAN 101 Academic Writing, Research, and Rhetoric.

**POL 335 - Campaigns & Elections (3)**

This course provides students with a comprehensive understanding of the strategies and tactics used in political campaigns, covering the entire process from candidate recruitment and nomination to post-election analysis. Topics will cover different types of campaigns and elections, the role of various organizations in the process, and the impact of media, money, and technology. Through case studies and analysis, best practices will be examined for developing campaign strategies and participating in various roles across political campaigns. (3 credits)

Prerequisite: Final grade of C- or higher in LAN 101 Academic Writing, Research, and Rhetoric.

**POL 340 - American Exceptionalism (3)**

American Exceptionalism has been defined as the belief that the United States of America is a unique and superior nation, with a special mission to spread its values and institutions around the world. This course examines that belief, exploring its historical roots, its multiple interpretations, and its impact on American identity and foreign policy. The course explores the ways in which exceptionalism thinking has shaped American society, culture, and politics, as well as the role of exceptionalism in US foreign policy. (3 credits)

Prerequisite: Final grade of C- or higher in LAN 101 Academic Writing, Research, and Rhetoric.

**POL 350 - Public Policy Internship (1)**

A political science internship provides students with practical experience in the field of politics. The internship would provide students with a better understanding of the practical application of political science concepts to be better prepared for future careers in the field. (1 credit)

Prerequisite: Final grade of C- or higher in LAN 101 Academic Writing, Research, and Rhetoric.

**POL 411 - American Government (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 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 toxic overload and avoid compassion fatigue, professional burnout, and personal moral failure

Prerequisite: None.

**POL 450 - Public Policy Internship I (1)**

A public policy internship provides students with practical experience in the field of politics. The internship would provide students with a better understanding of the practical application of political science concepts to be better prepared for future careers in the field. Under the supervision of both a qualified professional (onsite supervisor) and the internship instructor, students will apply to, complete, track, and reflect on 40 hours per credit of public policy field-specific work.

**POL 451 - Public Policy Internship II (1)**

A political science internship would include a focus on providing students with practical experience in the field of politics. The internship would provide students with a better understanding of the practical application of political science concepts to be better prepared for future careers in the field. Under the supervision of both a qualified professional (onsite supervisor) and the internship instructor, students will complete, track, and reflect on 40 hours per credit of public policy field-specific work in preparation for subsequent graduate or professional experiences. (1 credit)

**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 - Public Policy Development (3)**

The capstone course in political science provides students with an opportunity to apply their knowledge and skills in a practical setting, while also deepening their understanding of the policy-making process and the role of public policy in society. This might involve engaging in a real-world policy development project, working with stakeholders, conducting research and analysis, and presenting policy recommendations to decision-makers. This might also cover topics such as policy evaluation, policy implementation, and the role of various actors in the policy-making process. (3 credits)

## **PSY - Psychology**

### **PSY 101 - General Psychology (3)**

This course is designed to introduce the student to introductory concepts in the field of psychology. The class will pay particular attention to the interface between a biblical worldview and the propositions of contemporary psychology. Topics of discussion will include the following: foundations of human behavior, sensation and perception, basic principles of learning, memory, intelligence, development, and personality. Students are better prepared for service as they integrate concepts from this class into their ministry endeavors. (3 credits)

Crosslisted as: SOC 101.

### **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 228 - Principles and Practices of Psychotherapy (3)**

This course provides the groundwork for the major approaches to counseling and psychotherapy through teaching key therapeutic techniques and theoretical concepts. The practical applications, ethics, and empirical research underpinning each psychotherapy approach are discussed. Areas of convergence and divergence from a Christian worldview will be explored with each counseling approach.

Course Prerequisite(s) – SOC 101 General Psychology

### **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 325 - Human Growth and Development (3)**

This course involves aspects of human development from conception to death from biopsychosocial and spiritual perspectives. Various theories and areas of research are explored, allowing students to gain a greater understanding of biological, cognitive, social, emotional, spiritual, and personality development across the lifespan.

Course Prerequisite(s) – PSY 101 General Psychology

### **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 oral 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 general biology course. Thus, the laboratory course has a core science course prerequisite (SCI 101) or should be taken concurrently. (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 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 Lab I (1)**

Chemistry Lab teaches students the experimental techniques used by chemists to carry out their research and analysis. (1 credit)

Prerequisite: Course Prerequisite - SCI 111 Chemistry 1 or concurrently enrolled.

**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 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 (0)**

Laboratory for SCI 121.

**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 motion, heat, sound, electricity, and light. Prerequisite: MAT 201. 3 credits.

Prerequisite: ( MAT201 OR MA201 OR TRMAT199 OR TRMAT198 ).

**SCI 131L - Physics I Lab (0)**

Laboratory for SCI 131

**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. Prerequisite: MAT 201. 3 credits.

Prerequisite: ( MAT201 OR MA201 ). Corequisite: ( SCI221L ).

**SCI 141L - Astronomy Lab (1)**

Laboratory for SCI 141

**SCI 171 - Scientific Disciplines (3)**

Science is a unique means to gain knowledge and better understand the created universe while observing the glory of God in creation. This course will investigate scientific disciplines from a biblical perspective to promote critical thinking and scientific literacy. Studying core scientific fields, like Astronomy, Physics, Chemistry, and Biology, will provide opportunities to discuss issues related to society, ministry, and biblical faith. (3 credits)

#### **SCI 171L - Scientific Disciplines Lab (1)**

This course provides students the opportunity to practice scientific inquiry through participation in laboratory-style experiments. The intent is to support the knowledge and concepts gained in a discipline of science course. Thus, the laboratory course has a science core course prerequisite or should be taken concurrently.

Prerequisite: A Science core course must be taken concurrently or previously.

#### **SCI 201 - Human Anatomy & 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 I Lab (1)**

Laboratory for SCI 201

#### **SCI 203 - Human Anatomy & Physiology II (3)**

This course will equip the student with further knowledge built upon the foundation achieved in previous course work. Basic anatomic terminology will be reinforced and utilized through the course. The student will learn how each body system works in its healthy, homeostatic state as well as its dysfunctional state. This course will require dissection.

#### **SCI 203L - Human Anatomy & Physiology II Lab (1)**

Laboratory for SCI 203.

#### **SCI 221 - Field Ecology (3)**

This course is intended to provide hands-on field experience, combined with instruction in physical aspects of the environment, biotic interactions, populations, diversity, and communities within ecosystems, to students interested in environmental interactions. Students explore terrestrial and stream ecosystems and gain experience in sampling, analyzing data, and drawing conclusions from experimentation. 3 credits.

#### **SCI 221L - Field Ecology Lab (0)**

Laboratory for SCI 221

#### **SCI 230 - 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. 3 credits.

Corequisite: ( SCI230L ).

#### **SCI 230L - Environmental Science Lab (0)**

Laboratory for SCI 230

**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. Prerequisite: SCI 320.

Prerequisite: ( SCI320 OR SCI320L OR SC320 OR SC320L ).

**SCI 327 - Exercise Physiology (3)**

This course explores the physiologic adjustment of major organs and body systems involved with exercise, with emphasis on theories and principles for improving performance. 3 credits. Prerequisites: SCI 320 and SCI 326

Prerequisite: ( SCI320 AND SCI326 ).

**SCI 340 - Chemistry (3)**

**SCI 340L - Chemistry Lab (1)**

**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 380 - 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.

**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.

**SCI 480 - Selected Topics in Science (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.

### **SCI 480L - Selected Topics in Science Lab (0)**

Laboratory for SCI 480

### **SCI 490 - Independent Study (3)**

An independent study in a specialized area of 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.

Corequisite: ( SCI490L ).

### **SCI 490L - Independent Study Lab (0)**

Laboratory for SCI 490

## **SOC - Social Science**

### **SOC 101 - General Psychology (3)**

This course is designed to introduce the student to introductory concepts in the field of psychology. The class will pay particular attention to the interface between a biblical worldview and the propositions of contemporary psychology. Topics of discussion will include the following: foundations of human behavior, sensation and perception, basic principles of learning, memory, intelligence, development, and personality. Students are better prepared for service as they integrate concepts from this class into their ministry endeavors. (3 credits)

### **SOC 180 - Introduction to Economics (3)**

In this course, students will learn foundational concepts of economics with a focus on practical application. Key concepts to be studied include human action, the division of labor, exchange, production, profit, and competition. After gaining an understanding of the interplay between these concepts, students will design and defend their own perspective on the ideal economy. Throughout the course there will be an emphasis on how economics relates to Scripture.

### **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 226 - Human Behavior & Social Behavior (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.

Course Prerequisites - Junior status, HSV 101, HSV 200, HSV 202, HSV 206, HSV 208, HSV 212

Prerequisite: Junior status required.

**SOC 228 - Principles and Practices of Psychotherapy (3)**

This course provides the groundwork for the major approaches to counseling and psychotherapy through teaching key therapeutic techniques and theoretical concepts. The practical applications, ethics, and empirical research underpinning each psychotherapy approach are discussed. Areas of convergence and divergence from a Christian worldview will be explored with each counseling approach.

Course Prerequisite(s) – SOC 101 General Psychology

Prerequisite: ( SOC101 OR SS101 ). Crosslisted as: PSY 228.

**SOC 251 - Organizational Leadership (3)**

There is a distinction between Leadership, Management, and Administration. Management and administration are activities of leadership. The strength and success of a society, an organization, ministry, and/or family rests squarely on leadership. This module is designed to develop the student's personal leadership abilities and qualities as well as enable the student to reproduce leadership abilities and qualities in their followers.

**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 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 involves aspects of human development from conception to death from biopsychosocial and spiritual perspectives. Various theories and areas of research are explored, allowing students to gain a greater understanding of biological, cognitive, social, emotional, spiritual, and personality development across the lifespan.

Course Prerequisite(s) – SOC 101 General Psychology

Crosslisted as: PSY 325.

### **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. Prerequisite: SOC 101. 3 credits.

Prerequisite: ( SOC101 OR SS101 ).

### **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. (This course is cross-listed as ICS 330.) 3 credits.

### **SOC 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. Perquisites - Junior status, SOC 325, SOC 326

Prerequisite: Junior status required.

### **SOC 340 - Writing on Social Issues (3)**

This course is designed to give students a framework to study and to help them articulate a position on social issues and injustice, to evaluate and delineate a variety of worldviews on these topics, and to explore how an author's voice and bias can impact and persuade their audience. 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.

### **SOC 480 - Selected Topics in Social Sciences (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.

### **SOC 490 - Independent Study (3)**

An independent study in a specialized area of social 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.

## **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 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 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 320A - 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 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 (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 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 SOC 412.) 3 credits.

### **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.

### **SPM 451 - Practicum II (3)**

This course consists of a supervised field experience in an area of specialization within sport management and approved in advance by a college supervisor. Practicum builds a bridge between coursework and potential employment opportunities.

### **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 475A - 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 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.

## **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 THE105.

### **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). 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. 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.) 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 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 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 324 - Christianity & Culture II (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. Prerequisite: THE 105. 3 credits.

Prerequisite: ( THE105 OR FS106 ).

### **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.

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.

# Academic Definitions

The following academic definitions help to guide the academic work of LBC | Capital.

Academic Sessions (p. 150)

Courses (p. 150)

Course Delivery Methods (p. 151)

Student Classifications (p. 152)

## 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 Undergraduate (online & hybrid)	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
Master's	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 and Procedures

Additional academic policies can be found in the adult education student handbook.

Academic Advising (p. 154)

Academic Dismissal (p. 155)

Academic Integrity (p. 155)

Academic Probation (p. 158)

Application for Graduation (p. 158)

Attendance (p. 158)

Auditing a Course (p. 160)

Change of Major (p. 160)

Course Withdrawal (p. 160)

Family Education and Rights Privacy Act (p. 162)

Grade Appeal (p. 164)

Grading System (p. 165)

Graduation Requirements (p. 166)

Incomplete Grades (p. 166)

Registration and Drop/Add (p. 167)

Repeating Coursework (p. 167)

Transcripts (p. 168)

Transfer Credit (p. 168)

Withdrawal from College (p. 169)

## 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

Students are eligible for academic dismissal from the college under the following circumstances:

1. Failure to complete Academic Plan- Students on academic probation who fail to create a plan or follow their plan, and fail to meet the minimum cumulative GPA requirement, will be eligible for dismissal at the end of the Fall or Spring semester with the right to appeal.
2. Consecutive semesters on probation- Students will be academically dismissed at the conclusion of the Fall or Spring semester, with the right to appeal, after being on probation for two consecutive semesters as a registered student. The purpose of this requirement is to safeguard students by ensuring that they have an opportunity to meet minimum GPA requirements for graduation.
3. Cumulative GPA for Academic Dismissal- Undergraduate students are eligible for immediate dismissal, with the right to appeal, at the conclusion of the Fall or Spring semester according to the following standards:

Earned Credits Towards Graduation	Minimum GPA
0-17 credits	No minimum
18-59 credits	1.50 GPA
60-89 credits	1.75 GPA
90+ credits	1.90 GPA

Transfer credits do count towards earned credits towards graduation. Transfer students are not eligible for academic dismissal in their first semester at the College.

4. Academic Dishonesty- Students who violate the Academic Integrity Policy are eligible for academic dismissal, with the right to appeal, based on the severity or repeated nature of the infraction. See the Academic Integrity Policy for details.

Students will be notified via letter from the Registrar's Office to their LBC email and home address regarding their academic dismissal. Key stakeholders will also be notified.

Students have the right to appeal to the Registrar ([registrar@lbc.edu](mailto:registrar@lbc.edu)) for reinstatement if they believe there were extenuating circumstances. Appeals must be made within five (5) business days of the date of their dismissal letter. 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 for the student;
2. New and significant information has become available; or
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.

Students who have been dismissed have the opportunity to reapply after one calendar year.

# 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

Global undergraduate students with a cumulative grade point average below 2.0 at the end of any semester will be placed on academic probation and limited to 12 credits per semester.

All students on academic probation must complete an Academic Plan in conjunction with their Student Success coach detailing obstacles and solutions to achieve their academic goals. Students must follow their plan for the semester(s) in which they are on academic probation. Students are encouraged to seek assistance through LBC | Capital's Ally Center to reach their academic goals.

Students placed on academic probation will be required to create and follow an Academic Plan and achieve a cumulative GPA of 2.0 or greater after two consecutive semesters enrolled at LBC | Capital. Failure to achieve a cumulative GPA of 2.0 or greater or create and follow an Academic Plan within this timeframe will result in a recommendation for academic dismissal with a 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.

Students will be notified via a letter from the Registrar's Office to their LBC email regarding academic probation. Key stakeholders will also be notified to provide support to students.

### Implications for Financial Aid

GPA and completion rates are reviewed for Financial Aid Satisfactory Academic Progress at the end of each academic year, except for one-year programs which are reviewed after one term. (Full requirements can be viewed in the catalog.) Students who do not make academic progress will lose federal student aid. Students are eligible to appeal through a separate financial aid appeals process.

The Veterans Administration will be notified if a student receiving VA benefits does not meet the academic progress requirements.

## 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](http://lbc.edu/graduation).

## Attendance Policy

Students are expected to attend and participate in all aspects of the online or hybrid course to maximize student learning. Specific attendance policies for online or hybrid courses are listed below.

### Attendance in an online or hybrid course

Within the beginning and ending dates of a given course, attendance is measured by two student actions: 1.) submission of a required assignment such as discussion post, quiz, exam, paper, etc. or 2.) communication with a faculty member regarding course content such as asking a question about an assignment, requesting help on a project, asking about content in the course, etc.

Once students have submitted any course assignment or had any communication with the professor regarding course content, students are marked as present for the course. Students who have not interacted or completed any assignment within the first week of class will be assumed to be "not attending," receive notice of such, and be dropped from the course on the second business day of week two.

### Attendance in residency meetings for hybrid courses

Residency meetings in hybrid courses are an important learning component so attendance during these meetings is critical to learning and success in the course. According to the LBC attendance policy, students must attend at least 80% of the in-person residency portions of a course. Missing more than 20% of the in-class residency portion of a course will result in a failing grade for the course. In the case of extenuating circumstances, students may request an exception from the professor, but exceptions are not to be assumed.

**Some academic programs may choose to require more than the minimum of 80% of in-class attendance. This information will be communicated in the course syllabus and program handbooks.**

#### **Continued attendance in a course**

Students are expected to continue submitting assignments and communicating with their professor to show their attendance in the course.

#### **Failure for Non-Attendance**

Students who initially attend their courses, but then stop attending for a period of 21 consecutive days will be failed for non-attendance. Such students will be assigned a grade of FN, effective from the last date of their active participation. Non-attendance is determined by two student actions: 1.) No submission of assignments for a period of 21 consecutive days or 2.) No communication with their professor regarding the course for a period of 21 consecutive days.

If on the 22nd day, students have not submitted any assignment or have not communicated with their professor and they have not requested a withdrawal from the course, a grade of FN (Failure for Non-Attendance) will be posted.

#### **Appeals**

##### **Failing Grade for Residency Attendance**

If students fail a course due to not meeting the minimum requirements for residency attendance, an appeal may be submitted through the Registrar's Office. See the Grade Appeal Policy in the student handbook for further details.

##### **Failure for Non-Attendance during course**

When certain validated, extenuating circumstances exist, students who receive a grade of FN may appeal to their professor to have the grade removed in order to resume work in the course. As per federal regulations, students must file their appeal to their professor in writing.

Examples of extenuating circumstances include, but are not limited to:

- A military student deployed in another country that has no phone and internet access.
- A student that is hospitalized and unconscious
- A student who is placed in jail in solitary confinement.
- A student who loses all internet and phone access due to a natural disaster during the non-attendance period.

## 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

**Dropping a Course** – Students may drop a course during the first week of the course (Monday-Sunday) if they have not had any academic engagement.

Academic Engagement is defined as one or more of the following:

- Attending class
- Submitting the attendance verification assignment
- Submitting a graded discussions board post
- Submitting an assignment, whether graded or ungraded
- Emailing or contacting the faculty member to ask a question about the academic subject studied in the course

If students have had academic engagement, then they are not eligible to drop a course, but they are eligible to withdraw from a course. See Withdrawal from a Course below.



Students must complete the drop form on the student portal by the end of the first week to initiate the request to drop a course. The dropped course will not appear on the student's academic transcript. Tuition will be adjusted due to the drop. A student's financial aid may be impacted by the dropped course.

**Withdrawal from a Course** – Students may withdraw from a course at any time up through the end (Sunday) of the second to last week of the course. To request a withdrawal, students must complete the withdrawal form on the student portal. No paper forms or email requests will be accepted.

When a student withdraws from a course, a course grade of "W" is issued. The course shows as credits attempted but zero credits earned on the student's academic record (transcript). Ceasing to attend class or engage in an online course does not constitute an official withdrawal from a course.

Withdrawing from a course will likely impact a student's financial aid, including Satisfactory Academic Progress, for the current term as well as future terms. When considering a withdrawal, students should talk with their student success coach or program directors (for seminary, graduate, and doctoral programs) or staff in the financial aid office ([globalfinaid@lbc.edu](mailto:globalfinaid@lbc.edu)). Students may receive a refund to their account for a course withdrawal.

Students deployed to military service while enrolled in LBC courses may withdrawal from all current classes without financial penalty.

The Global Course Drop form and the Global Withdrawal form are located on the student portal.

# **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.
- Extenuating circumstances were not considered. Extenuating circumstances are documented situations that are unexpected and severe in nature, outside of the student's control, preventing the student from performing at a level consistent with previous academic performance. Examples may include sudden onset of serious medical or mental illness, abrupt loss of an immediate family member, etc. Students who provide this criterion as grounds for an appeal must have completed a majority of the course.
- 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 whether the student has produced clear and 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 supporting 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	
FN	0.0	Failure Non-Attendance
PASS	Not calculated in GPA	Pass
FAIL	Not calculated in GPA	Fail
I	Not calculated in GPA	Incomplete
AU	Not calculated in GPA	Audit

W	Not calculated in GPA	Withdrawal
CR	Not calculated in GPA	Credit Received

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 students in global undergraduate, seminary, graduate, and doctoral programs who are currently enrolled and degree-seeking occurs during a registration window for the upcoming term (semester). Students must meet with their student success coach or program directors (for seminary, graduate, and doctoral programs) to choose classes and obtain approval for those classes before registering for them.

## Dropping/Adding a Course

Students may drop (also known as unregister) a course through the end of day on Sunday of the first week if they have not had any academic engagement. Academic engagement includes any of the following:

- Attending class
- Submitting the attendance verification assignment
- Submitting a graded discussion board post
- Submitting an assignment, whether graded or ungraded
- Emailing or contacting the faculty member to ask a question about the academic subject studied in the course

If a student has had any academic engagement and wishes to stop taking the class, then the student should withdrawal from the course. See the course withdrawal policy.

Students may add a course after the registration deadline through the first week of class week provided they have written professor approval, course materials in hand, and financial aid or payment ready. Students must provide the written professor approval email to their student success coach. Tuition will be adjusted, and a students' financial aid may be impacted.

Students should carefully consider the dropping, adding, or withdrawing of a course and consult with their student success coach or program directors (for seminary, graduate, and doctoral programs) and the financial aid office as there may be academic and financial aid implications.

The Drop/Add form is available on the Student Portal.

# 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.

The policy on repeating courses in order to improve the student's grade point average does not apply to transfer credit.

## **Evaluation of Prior Credits**

Students in the Adult Education undergraduate programs who have completed courses in other regionally accredited colleges may receive up to 90 semester hours of transfer credit. The amount of credit, the courses to be accepted, and the method of evaluation will be determined by the nature of the courses and the type of institution. An applicant who has attended any college or university after graduation from high school must submit an official transcript from each institution.

## **Life Experience Credits/Credits for Prior Learning**

Students in the Adult Education undergraduate programs may earn up to 30 semester hours of Life Experience Credits (LEC) [sometimes referred to as Credit for Prior Learning (CPL)] by submitting a portfolio that has been evaluated by faculty in the respective discipline(s).

The 30 semester hours of LEC credit can be from a number of different sources including workshops, seminars, self-study, non-credit classes, training programs, and/or work experiences. Prior learning from these sources must be documented and evaluated by a faculty member in the relevant field to determine the amount of credit to be awarded.

In the admission process, students may obtain an estimate of the number of LEC credits they can receive once they enter the program. There is no fee to apply for LEC credit but there is a fee charged and a tuition reduction for the credits awarded.

LBC | Capital cannot guarantee the transferability of Life Experience or Prior Learning Credits to other institutions.



# 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. Students contemplating withdrawal from LBC | Capital before, during or after the semester should contact their student success coach 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 Information

Admissions Standards (p. 170)

English Language Proficiency Policy (p. 171)

(p. 171)

## Admissions Standards

### Associates or Bachelor's degree

- 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 commit to living a consistent Christian life based on the principles of God's Word.
- Applicants must have graduated from high school or have earned a high school equivalency diploma.
- Transcripts must be official.
- Minimum of 2.0 GPA on high school transcript.

### Second Bachelor's Degree

- Transcripts: must document a completed bachelor's degree in a non-Bible major from an accredited college/post-secondary institution.
- Minimum of 2.0 GPA or better on all previous college academic work.

### Provisional Acceptance

We will consider individuals on a case-by-case basis to be given provisional acceptance if there are any application or academic requirements not yet met.

### International Students

All international students must show proof of English proficiency. See the English Language Proficiency policy (p. 171) in the catalog. International students desiring to enroll in hybrid programs that have a residency component must show proof of passport or VISA.

### Admissions Appeal

Applicants whose admission is denied have the right to appeal the decision. Appeals must be made in writing and should include the following information:

- Request for a re-evaluation of admissions application
- Reason for requesting the appeal
- Additional information that is new, significant and/or not provided in the admissions process related to the applicant's academic performance including extracurricular activities; ministry/work experience, or a description of the extenuating circumstances. Applicants may submit a reference letter or updated official transcripts.
- Plan outlining how the applicant intends to be successful at LBC | Capital

Appeals must be submitted in writing as soon as possible, but no longer than 90 days after receiving an admissions decision. Applicants should include their name and date of birth on all documents. Appeals will be reviewed by the Appeals Committee. Applicants will be notified of the decision in writing and will be final.

### 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; 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

# Financial Information

Tuition and Fees 2023-2024 - Global Undergraduate (p. 173)

Solution Center (p. 174)

Financial Aid (p. 174)

Payment of Bill (p. 178)

Credit on Account (p. 178)

Refund Policy - 8-week Course (p. 178)

Refund Policy - 16-week Course (p. 179)

Veteran's Benefits (p. 179)

## Tuition and Fees for 2023-2024 - Global Undergraduate

LBC offers the same tuition rate for in-state and out-of-state residents. The Global undergraduate tuition rate will remain locked (no increase) for students who remain continuously enrolled in LBC courses towards their certificate or undergraduate degree.

### Tuition

Full-Time	\$375/credit
Part-Time	\$440/credit
Academy Tuition	\$800/Course
Audited Course	\$90/credit

### Life Experience Credits

Portfolio Fee (assessed once)	\$175
Credits transcribed	\$100/per credit

### Miscellaneous Fees

Application Fee	\$25
Student Service Fee	\$175/semester
Change of Group/Readmission	\$25
Rescheduling Fee (drop/add)	\$15
Textbook Mail Fee (varies by shipping method)	\$5-\$15

Official Transcript \$8

**Payment Plan Fees**

Payment Plan Enrollment Fee (automatic debit)	\$25/semester
Payment Plan Late Payment Fee	\$5 or 5% - whichever is higher
Payment Plan NSF	\$20
Returned ACH or Check Fee	\$40

**Late Fees:** Past due accounts are subject to an account service fee of \$150 per semester (If over \$500) or \$50 monthly service fee (if over \$100).

**Course Fees**

BUS 403	\$40
SCI - All Science Labs	\$85

**Textbooks:** All textbooks must be paid in full at the time of purchase or charged to the student's account. Estimated textbook expense \$1,000/semester.

## 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 assistance to add or drop a class, set up a payment plan, or check on their financial aid should email [Solutions@lbc.edu](mailto:Solutions@lbc.edu). Students are also welcome to stop by and talk with the helpful staff in the Solution Center, located in the lobby of the Esbenshade Enrollment Center.

## 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.

The academic year for purposes of federal student aid is defined as 32 weeks of instructional time (fall and spring semesters) and 24 credits earned at full-time status. The summer term is optional and treated as a trailer- attached to the end of the previous academic year.

Aid is typically disbursed approximately 3 weeks after the start of the semester after confirming student's enrollment. Changes may occur if a student's enrollment changes.

### **Financial Aid Satisfactory Academic Progress**

In order to maintain eligibility for the federal financial aid programs a student must meet the following requirements of satisfactory academic progress:

#### **Qualitative Requirement: Grade Point Average**

Credits Passed	Minimum Cumulative GPA
up to 29 credits	1.70 GPA
30 credits and above	2.00 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.

**Quantitative Requirement:** Students must successfully complete a minimum of 67% of the credit hours attempted after each semester.

#### **Maximum Time Frame for Completion of Education Objective:**

Undergraduate students must complete their degree program within 150% of the published length of their degree program. For example, a student enrolled in the four-year program should complete the degree in 12 semesters (6 years); a student enrolled in the two-year degree program should complete the degree in 6 semesters (3 years); a student enrolled in the one-year certificate/diploma should complete the degree in 2.5 semesters (1 1/2 years).

#### **Evaluation of Academic Progress**

Students' academic progress will be reviewed at the end of each payment period (semester). Students who are not successfully meeting the minimum levels, as outlined above, have not made satisfactory academic progress. The first time a student fails to make satisfactory academic progress at the end of a payment period, they will be placed on a "Financial Aid Warning." The student may continue to receive Title IV aid for one payment period, and no appeal is necessary for this semester.

Subsequent failures to meet financial aid satisfactory academic progress will result in an SAP Not Met status ineligibility to receive Title IV aid. Students have the opportunity to appeal.

#### **Appeal Process**

Students may appeal financial aid termination status. Such appeals should be made within 45 days after the date of notification and must include appropriate documentation. The appeal may be completed through the online portal on [lbc.studentforms.com](http://lbc.studentforms.com). Examples of mitigating circumstances which would be considered upon appeal as adequate reasons for reinstatement may include but are not limited to:

- 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 "Financial Aid 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.

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. Once the course is complete and a grade is entered, a review of academic progress will occur at the next time of formal evaluation.

**Remedial Courses:** Remedial courses will count toward determination of enrollment status, will be eligible for financial aid, and are included in determining completion rates.

**Repeated Courses:** Students may repeat a failed course numerous times until it is passed. Students may repeat previously passed courses only once. Repeated courses will count toward determination of enrollment status and previously passed courses will be eligible for financial aid only once. Repeated courses are computed in the 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 Courses:** Students may make up credit deficiency, increase cumulative GPA, or progress more quickly through their program by attending summer courses. Credits earned during the summer term, and corresponding GPA, will be evaluated following the summer term 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 start at a satisfactory academic progress level. A student’s progress will be evaluated after each semester (payment period.) 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) Courses:** FN courses do not earn credit, but they influence grade point average. FN courses may affect completion rate if the grade is received after the drop/add period set by the Registrar’s Office. Students may retake courses from which they 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, the student in most cases is considered to have earned their federal aid. 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 of Title IV funds calculation in order to determine the student's eligibility to receive or keep federal financial aid funds. The calculation is based on the percentage of earned aid using the following Federal return of Title IV funds formula.

The federal return of Title IV funds formula is the percentage of payment period or term completed (I.e. 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 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 financial aid office is 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)

Please note that enrollment changes can have a significant impact on Title IV eligibility.

## Payment of Bill

Students are billed for tuition and other expenses (i.e. fees, room, board, etc.) each semester. Notifications will be sent to a student's LBC email several weeks prior to the beginning of a semester and will include a due date for payment. The student must visit their payment dashboard to view their current balance, which is reflected as charges minus confirmed financial aid.

Payment can be made in two general ways.

**Plan 1** - Payment in full by the due date. Payment is accepted online within the payment dashboard, by mailed check, or in-person.

**Plan 2** - Monthly payment plan. Students may use the payment dashboard to set up a payment plan and have monthly installments withdrawn from a bank account (savings or checking) or charged to a credit card. Enrollment and service fees may apply. Visit the LBC student portal and review the billing information on the Solution Center page for more information.

Balances must be paid in full before beginning a new term. Past due balances over \$100 will be charged a \$50 monthly service fee. Balances over \$500 will also be charged a one-time \$150 account service fee. All unpaid accounts are subject to an e-campus hold that removes access to Canvas until payment/payment plan is established.

Transcripts and diplomas may be held until all accounts are paid in full. Students owing money may not register for a new semester without clearance from the Business Office.

Still have questions? Visit the Solution Center page of the LBC student portal.

## Credit on Account

A credit on account occurs when a student overpays or receives more financial aid than needed to cover the charges on their account. When the credit results from federal 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.

## Refund Policy - Global 8-week Courses

**Tuition Refunds\* for withdrawal from a global (adult education, seminary, graduate, or doctoral) 8-week course.**

% of class completed	Refund
0%-10% of the course	100% refund
10.01%-20% of the course	90% refund
20.01%-30% of the course	75% refund
30.01% 40%of the course	50% refund
40.01%-50% of the course	25% refund
50.01%-100% of the course	No refund
Audit	No refund

\* Tuition only, fees are non-refundable

## Refund Policy - Global 16-week Courses

**Tuition Refunds\* for withdrawal from a global (adult education, seminary, graduate, or doctoral) 16-week course.**

% of class completed	Refund
0%-10% of the course	100% refund
10.01%-20% of the course	90% refund
20.01%-30% of the course	75% refund
30.01%-40% of the course	50% refund
40.01%-50% of the course	25% refund
50.01%-100% of the course	No refund
Audit	No refund

\* Tuition only, fees are non-refundable

## Veterans Educational Benefits

Lancaster Bible College | Capital Seminary & Graduate School is approved to offer Veterans Educational Benefits at our Lancaster, Philadelphia, and Greenbelt, MD campuses. Lancaster Bible College also participates in the Yellow Ribbon Program.

General information regarding VA educational benefits can be found at <https://benefits.va.gov/gibill/>. A listing of approved LBC programs by the State Approving Agency is also available on this site.

Eligible students must apply for their benefits at the above website; submit their Certificate of Eligibility and LBC Application for VA Benefits to the LBC School Certifying Official at [militarybenefits@lbc.edu](mailto:militarybenefits@lbc.edu). See 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

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. VA calculated Rate of Pursuit (RoP) by dividing credit hours (or credit equivalents) being pursued by the number of credit hours considered to be full-time by the school. 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.

Length of Enrollment Period - Undergraduate Programs	# of Credit Hours for Full-time Enrollment
16-week courses	12 credits
8-week courses	6 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](http://www.benefits.va.gov/gibill).

# Community Life Standards & Procedures

LBC | Capital desires to create a community that centers on loving God and loving others. As the church is called to community, we understand that academic and spiritual growth happens best within community. Being part of this community obligates the individual to comply with the rules, regulations, and standards of that community. This holds true in society, at LBC, and in the broader body of Christ. While we are individuals, pure individualism is not a possibility. As believers, we are counter to this world, a “distinctive people.”

During the admissions process, students sign and agree to abide by LBC's Community Life Standards. If students choose to violate these standards, the Disciplinary and Judicial Process will be implemented. Further information about student code of conduct and disciplinary measures can be found in the student handbooks.

Community Life Standards (p. 181)

Campus Standards and Judicial Process (p. 182)

## Community Life Standards

### The Inward Life

#### Devotion

God wants our love and devotion. To demonstrate our love for God, the College expects all community members to nurture spiritual growth through consistent prayer, Bible reading, and faithful participation in a local Bible-believing church. (Psalm 119 & Hebrews 10:25)

#### Integrity

The clear principles regarding truthfulness, genuine love for others, giving a good report, and speaking only words that lead to edification are essential to Christian testimony and its corresponding trademark to the world, true love. Be kind. Be honest. Be patient. Measure your words. Communicate truth with grace at all times.

#### Dependability

We do what we say. Loving others is expressed by dependability. It builds trust and reputation. Dependability is fulfilling what I consented to do, even if it means unexpected sacrifice.

#### Respect

Every person has value in God's eyes. To reflect that value, we ask our community members to seize every opportunity to respect, encourage, and mentor others – especially our students. Their journey is our focus. Have the right conversation with the right person at the right time. Believe the best. Exude the fruits of the Spirit. (1 Corinthians 13, Galatians 5)

#### God's Design

We believe in the dignity of every human as created in the image and likeness of God. An individual's biological sex, either male or female, is sovereignly and irreversibly appointed by God and is an irreversible aspect of his or her nature. Human sexuality is regulated by Scripture which declares that marriage is the union between one man and one woman with the extraordinary gift of sexual intimacy reserved for marriage alone.

### **The Outward Life**

In order to demonstrate respect and love toward others, community members are expected to refrain from potentially offensive activities. Some guiding questions to consider:

- Will this cause my weaker brother or sister to stumble in their spiritual walk?
- Am I looking beyond what I want to do considering others needs more important than my preferences? (Philippians 2)

#### Love One Another

Let us be sure to honor one another in our love for one another. Stealing, lying, vandalism, cheating, bribery, threats or acts of violence, harassment, sexual harassment, stalking or abuse (among others) have no place among a community of Christians who seek to love our neighbors as ourselves. Harassment, intimidation or discrimination against others based on race, national origin, age, sex or disability will not be tolerated.

#### Harmful products

God calls our bodies a temple, not our own as they have been bought with a price, His Son's blood. Illegal use of substances that impair physical or psychological health are not permitted.

#### Media Use

We must use godly wisdom, discernment and discretion in our selection of media. It shapes our values and behavior. The old phrase "garbage in, garbage out" applies. Any media with obvious pornographic, excessively profane or coarse language and morally degrading activity are off limits.

#### Sex and Lifestyle

Human sexuality is regulated by Scripture which declares that marriage is the union between one man and one woman with the extraordinary gift of sexual intimacy reserved for marriage alone. Therefore, any sexual expressions outside of this realm (premarital sex, homosexuality, lesbianism, incest, adultery, fornication, etc.) are immoral, against God's design thus compromising His intended purity for sex. We are also to abstain from the promotion and advocacy of the aforementioned activities.

Let us do our best to love Him and our neighbor well. (Luke 10)

#### APPLICANT ACKNOWLEDGMENT

I have read and agree to abide by the LBC | Capital Community Life Standards.

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Please print your name

## **Campus Standards and the Judicial Process**

### **Life Together**

In order to live together in harmony and maintain a Biblically integrated educational community, we have chosen to be guided by Community Lifestyle Standards that outline life commitments to

- Pursue spiritual growth
- Exemplify genuine love and respect for one another
- Be marked with integrity
- Portray attitudes of humility to one another and submission toward authority
- Reflect Christ in our actions, words and thoughts.

### **Purpose of Discipline and Accountability**

The purpose of discipline at Lancaster Bible College is to help all students move toward spiritual maturity and to ensure our campus is a safe, healthy environment for living and learning in line with our Community Lifestyle Standards. Our approach to discipline is Gospel-centered with the following goals in mind:

- Protection – allowing students to be safe and kept from harm.
- Correction – allowing consequences to be useful as a warning and call to abandon sinful behavior.
- Redemption – allowing hope to return and rescue individuals from destructive patterns.
- Restoration – allowing individuals to restore their relationship with God and others.

Discipline begins with self and flows outward to others in humility and mutual accountability.

1. Self-discipline: Each community member has the responsibility to care for their own choices.
2. Loving Confrontation: Each community member shares responsibility to care enough about others to confront one another in love.
  1. Scripture encourages Christians to speak the truth in love to one another
  2. Humility rooted in the Gospel is a necessary ingredient for loving confrontation
  3. Even if the confronted individual does not respond, we are to remain prayerful and committed to the restoration of that individual.

Depending on the circumstance and situation, especially those of a more serious nature with impact to the individual or the campus community, College leadership may need to become involved immediately with the goals of discipline in mind. Many scriptures inform our process, including: Gal 6:1-5, Heb 12:7-11, Matt 18:15–17, 21-35; Col 3:12–17.

### **Encouragement to Voluntarily Seek Help**

If a student is having difficulty with an issue in his/her life, whether it be in violation of the Community Lifestyle Standards or not, he/she is strongly encouraged to seek help from a member of the campus community. When students voluntarily come forward seeking help, every effort will be made by the College to bring healing, wholeness and reconciliation.

### **Responsibility and Enforcement**

The Board of Trustees is charged by law with the responsibility of making rules and regulations for the college and establishing policy governing the conduct of the college, its employees, and its student body. The president of the college is elected by the Board of Trustees to serve at its pleasure. The president is the chief executive officer entrusted by the Board of Trustees with the execution of its policies and the internal government and administration of the college. The Board of Trustees orders and directs the president of the college to administer and enforce its policies as herein announced. In carrying out this responsibility, the president is vested with authority to take such disciplinary action as in his judgment the circumstances warrant. The president may delegate this function to his or her designee. However, the president reserves the right to retain any case in which:

1. There is an alleged violation of a student regulation where college property has been damaged or destroyed.
2. There is an alleged violation of a student regulation where the conduct in question may threaten the safety of any member of the college community or any college property.
3. There is an alleged violation of a student regulation where the conduct in question and the associated investigation would disrupt the educational process and/or orderly operation of the college.
4. There is an alleged violation of a student regulation where a federal, state or local law may have been violated.

### **Student Disciplinary Procedures**

When a student is unable to abide by the values, standards and regulations of the College and/or is generally uncooperative or violates public laws, s/he will be contacted by a College representative. At this level of response, a student meets with a College representative to discuss the details of what occurred.

1. The College representative will meet with person(s) involved in the matter. During the initial meeting, the participants will have an opportunity to share their account and ask questions. At the initial meeting, the College representative will also outline potential Handbook or Community Lifestyle Standards violations.
2. The following sources may be consulted in an investigation: documentation from incident/concern forms, input from an advisor, dean, site director, faculty, or other College staff as applicable. If the offense was committed off campus and reported to us by a third party, additional sources as needed may be consulted, including but not limited to police reports, social worker documentation, information from staff at the student's church, criminal history, background checks, and any other records to which we may have a legal right to access.
3. Conduct meetings will seek to cover three main areas, in keeping with our discipline goals:

- a. Truth: What happened and who was harmed
  - b. Confession: What a student thinks and feels about what happened
  - c. Gospel: What God and His Word, in relation to the Gospel, means in this situation
4. If the issues involve differing accounts between two or more people, individual meetings will be held to seek the truth.
  5. The College representative will update the participants throughout the discussion / investigation process via email.
  6. The College representative will document the details from the participants.
  7. The College representative will determine sanctions if needed.
  8. A final meeting will occur with the primary participants to discuss findings and sanctions (if needed). If participants fail to attend the meeting, conduct letters will be sent and sanctions enforced immediately. Failure to attend will void the opportunity of appeal.

### **Appeals**

A student has the right to appeal a disciplinary decision made by the College. All appeals will be heard by the Vice President for Global or his/her designee. An appeal must be made in writing and include the basis for the appeal, and must be received within three (3) calendar days after the receipt of an imposed sanction. Appeals must be based on one or more of the following reasons:

1. The sanction imposed is grossly disproportionate to the offense.
2. The decision was not supported by substantial evidence.
3. New evidence has become available that would significantly alter the results.

Any information included in the appeal that does not apply to the above three reasons for filing an appeal will not be considered in the appeal process. After reviewing the incident report(s), appeal letter, and other pertinent information, the VP for Global or other appeals officer will make a decision within 10 business days of receiving the appeal and any related information, unless a determination is made that more time is necessary. If more time is needed, the participants will be notified. The decision of the appeals officer will be provided to the necessary participants in writing and will be final.

### **Sanctions**

The range of sanctions is directly related to the nature and severity of the offense. The following sanctions are listed in order of severity. Students who do not fulfill their disciplinary sanctions will be subject to further discipline, with the increased possibility of suspension. Typically, one or more sanction(s) may be applied whenever violations occur, including, but not limited to, the following:



1. **Admonition:** An oral statement to the student explaining that he/she has violated a student regulation.
2. **Censure:** A written statement to the student explaining that he/she has violated a student regulation.
3. **In-Kind Restitution** (may include but not limited to): the reimbursement of costs for damage to, or destruction of, college property or property of any person; restitution in the form of appropriate service to be completed by the student; the relocation of the student within college housing facilities; the required attendance of the student to the appropriate educational programs.
4. **Monetary Fine:** A monetary fine of an appropriate amount for minor disciplinary violations.
5. **Community Service:** Service performed for the purpose of contributing back to the community
6. **Social/Community Probation:** Indicates the behavior exhibited is socially unacceptable. Therefore, a designated period of time is set and a specific action plan is agreed upon for the student to complete.
7. **Restriction of Privileges:** The restriction of any college privileges or participation for a specified period of time.
8. **Disciplinary Probation:** A specified period of review and adjustment during which a student is under an official warning that his/her violation was very serious. While on disciplinary probation, a student will be considered to be “not in good standing” with the college and may face specific restrictions on his/her behavior and/or college privileges. Students involved in similar or additional disciplinary incidents while on probation may be recommended for immediate suspension or expulsion.
9. **Eviction from Residence Hall:** Eviction from college housing without a refund if the student is currently residing in a residence hall or an on-campus apartment. Adult Education students do not normally receive accommodations on campus.
10. **Disciplinary Suspension:** The denial of enrollment, attendance, and other privileges at the college for a specified period of time. In cases where a student is suspended for the duration of the semester, clearance for re-enrollment must be received from an Associate Dean. Permission to apply for readmission upon the termination of the period may be granted with or without conditions/restrictions. A student who has been issued a disciplinary suspension sanction may be prohibited from visiting on campus or attending all college or open social functions and is deemed “not eligible to return” to the college during the suspension period. The suspension shall be followed by a period of disciplinary probation.
11. **Interim Suspension:** An interim suspension may be imposed by the Vice President for Global or his/her designee, prior to the beginning of the administrative process. The interim suspension may be imposed in extreme cases where the alleged action of a student(s) may pose a threat to the wellbeing of the college, any of its members, or him/herself, or there is substantial evidence that the continued presence of the student(s) on the campus will disrupt the college. Prior to imposing an interim suspension, every effort will be made by the College to give the student an opportunity to respond to the charge(s).
12. **Expulsion:** The dismissal of a student from the college without the ability to apply for re-enrollment. A student who has been expelled is deemed “not eligible to return” to the college for a period of two years. Expulsion requires approval of the President.

### Restorative Practices

Learn to do good; seek justice, correct oppression; bring justice to the fatherless, plead the widow's cause. Isaiah 1:17

Restorative practices ensure an awareness of those who are harmed as community standards are violated. They seek not only to prohibit the reoccurrences of such violations, but to repair the relational and other damage done in the violation itself. In application, restorative practices begin by assessing who has been harmed in a community violation and helps the offending student to understand the ramifications of his actions and giving him the opportunity to take responsibility and repair harm done to his community.

The following restorative practices will be encouraged within the discipline process:

1. Opportunity to offer official apology or provide reparation
2. Behavior Plan
3. Mediation and Discussion
4. Educational Assignment
5. Complete a Biblical study or learning assignment
6. Service opportunity to offended parties
7. Referrals
8. Accountability relationship
9. Church involvement and spiritual disciplines

**Notification of parent/guardian in disciplinary matters**

Under the Family Educational Rights and Privacy Act (FERPA), as amended in 2000 and 2009, colleges and universities are allowed to notify a student's parents of any alcohol or other drug violations if that student is under 21 or is claimed as a dependent on the parents' federal income tax return. Thus, Lancaster Bible College reserves the right to contact parents/guardians in the case of alcohol and drug offenses by students under 21.

**Department of Health Order for Higher Education Discipline**

The U.S. Department of Health, Education & Welfare has released a General Order ED025 805. This directive deals with Judicial Standards of Procedure and Substance in Review of Student Discipline in Tax-Supported Institutions of Higher Education. The order is designed to encourage consistency with a ruling that took place in the United States District Court for the Western District of Missouri.

In summary, colleges and universities do not prosecute criminals; they discipline students who violate their rules. This order views the discipline of students in the educational community, for all but the case of irrevocable expulsion, as part of the teaching process. In the case of irrevocable expulsion for misconduct, the process is not punitive or deterrent in the criminal law sense, but the process is rather a determination that the student is unqualified to continue as a member of the educational community.

*In administering any discipline, Lancaster Bible College is careful not to act arbitrarily or capriciously. Students are treated fairly and given due process. The General Order ED025 805 states: The voluntary attendance of a student in such institutions is a voluntary entrance into the academic community. By such voluntary entrance, the student voluntarily assumes obligations of performance and behavior reasonably imposed by the institution of choice relevant to its lawful missions, processes, and functions. These obligations are generally much higher than those imposed on all citizens by the civil and criminal law. So long as there is no invidious discrimination, no deprivation of due process, no abridgment of a right protected in the circumstances, and no capricious, clearly unreasonable or unlawful action employed, the institution may discipline students to secure compliance with these higher obligations as a teaching method or to sever the student from the academic community." (pp. 5, 6)*

A student admitted to Lancaster Bible College accepts the responsibility to conform to all College rules and regulations. Failure to meet this obligation will justify appropriate disciplinary sanctions.

# Student Services

Academic Services (p. 187)

Library (p. 187)

Bookends Bookstore (p. 188)

## Academic Services

### Ally Center

The Ally Center is LBC | Capital's hub for academic services, resources, and accessibility. The academic services are available at no additional cost. For information regarding resources, locations, and hours of operation, visit [lbc.edu/ally](http://lbc.edu/ally).

### 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.

### 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](mailto:ASO@lbc.edu).

### Library

The Charles and Gloria Jones Library is located in the Teague Learning Commons. There students can enjoy the natural light pouring through large windows, comfortable furniture, quiet spaces, small group study areas, and the aroma of freshly brewed coffee from Bennie's Bistro. In addition to the main campus, separate library collections are available to Lancaster Bible College | Capital Seminary & Graduate School students at our various locations.

The Library holds 200,000 items, and over 300,000 electronic books. It also offers full text access to over 90,000 periodical titles. Online access to all databases and catalogs is available from the library home page. From the library home page students may also check their personal account, renew books, check library hours and policies, seek research assistance, and contact staff for questions. Four professional librarians and three library assistants serve on the staff. The library is open 106 hours per week during the academic year.

Study rooms are located on Level 3 and Level 5 of the Teague Learning Commons. Level 4 is designated as a quiet study area and is available for student use whenever it is not scheduled for an event. Open study areas are located on every level of the Teague Learning Commons.

Twenty-four computers are available for student use only in Level 1 of the Teague Learning Commons. Students can log into the computers using their LBC user name and password. Two computers are located in the entry area and are reserved for reference and OPAC use only. Wireless access is available to students, faculty and guests. For access, please inquire at the Circulation and Information Desk.

## **Library Resources**

The Lancaster Bible College | Capital Seminary & Graduate School Library serves as the information resource center for the entire campus. The Library contains over 184,000 items. We subscribe to over 15,000 periodicals in paper, microfiche, and electronic formats and have access to 7,700 electronic books and 66 databases.

The Library has converted nearly all of its periodical indexes to electronic format including all of the major indexes in theology, psychology, and education. Indexes are available across the full spectrum of subjects. The indexes and databases are available for access from off-campus. The Library catalog is available over the Internet for searching and accessing personal circulation records.

We encourage use of personal bibliographic software. We provide a licensed copy of the Endnote program to students along with training and support. We strive to be at the forefront of providing access to information technologies via the Internet.

The Library borrows from other libraries through InterLibrary Loan (ILL). We enhance this through cooperative agreements with regional colleges, universities, and seminaries, as well as public libraries. Full access and borrowing privileges are provided through member libraries of the Southeastern Pennsylvania Theological Library Association (SEPTLA) and the PALINET borrowing program. Individual arrangements, including minimal administrative responsibilities and/or borrower's fees, exist with the libraries of Franklin & Marshall College, Lebanon Valley College, and Millersville University.

Information concerning these privileges and accompanying responsibilities along with interlibrary loan procedures are available at the library.

## **Bookends Bookstore**

The Bookends Bookstore offers a variety of merchandise and services. Students can purchase textbooks, supplies, Bibles, and trade titles. Bookends is the official location to purchase Charger apparel along with an assortment of gift items imprinted with the LBC | Capital logo.

To serve the campus, local churches, and the community, the bookstore is open year-round during the week. Extended hours are observed at the beginning of each semester and for special events.

Details on special orders and church group discounts can be obtained by calling 717.560.8242. Requests, questions, or comments may be emailed to [bookstore@lbc.edu](mailto:bookstore@lbc.edu).

Textbooks may be ordered online each semester at [lbcbookstore.com](http://lbcbookstore.com)

# Personnel Directory

Board of Trustees (p. 189)

President's Cabinet (p. 190)

Academic Department Chairs (p. 190)

Faculty (p. 191)

## 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

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

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 eight 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

Education Department

Dr. Stacey Martin

Music, Worship, & Performing Arts Department

Dr. Paul Thorlakson

## **LBC | Capital Faculty**

\*Lancaster Bible College | Capital Seminary & Graduate School Graduate

**Distinguished Faculty**

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  
Anjanette Bender, JD  
Robert Bigley, DMA  
Robert Blanks, MDiv  
Michelle Bly, MA  
Melissa Boas, MEd  
Eric Brandt, MA\*  
Robin Bronkema, PhD  
Anthony Bruno, MA  
Day Butcher, EdD  
Daniel Carver, PhD\*  
Krissi Castor, DA\*  
John Churchville, JD  
Shanika Churchville, MEd  
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  
Gordon Gregory, Jr., DTh\*  
Kevin Gushiken, PhD



Justin Harbin, PhD  
Samuel Harbin, DMin  
Christina Helfrick, DSW  
Julia Hershey, EdD\*  
Deborah Hunt, MLS\*  
Robin Jeffers, MEd  
Joseph Kim, PhD  
Charleton King, EdD  
Christine Kirkpatrick, EdD  
Kyle Kouterick, PhD  
Matthew Lee, PhD  
Jeffrey Martin, MM  
Stacey Martin, EdD  
Mark Menga, PhD  
Mark Meyer, PhD  
Kurt Miller, DSW  
Timothy Nicholls, PhD\*  
Sophia Ogunlana, EdD\*  
Thomas Randolph, EdD  
Geoffrey Reiter, PhD  
Zachary Ritvsky, MAR  
Praveen Rudra, MA\*  
Martin Sauer, MBA  
Vanessa Saylor, EdD  
Edward Scheuerman, DMiss  
Thom Scott, MA  
Jonathan Shacklett, MA\*  
Tony Shetter, PhD\*  
Rachel Sidebothom, MMus\*  
Tanya Solomon, PhD  
Jevon Thompson, DM  
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 Services:**allycenter@lbc.edu 717.560.8200 ext. 5389

**Accessibility Services:**ASO@lbc.edu 717.560.8200 ext. 5383

**Ally Center - Lancaster:**allycenter@lbc.edu 717.560.8210

**Ally Center - DC:**AllyDC@lbc.edu

**Ally Center - Philadelphia:**AllyPhilly@lbc.edu 215.329.5400 ext. 5752

**Bookends Bookstore:**bookstore@lbc.edu 717.560.8242

**Center for Calling & Career:**calling@lbc.edu 717.560.8200 ext. 5625

**Counseling & Care Center - Lancaster:**c3@lbc.edu 717.560.8200 ext. 5581

**Digital Learning (Canvas Help):**odlsupport@lbc.edu 717.560.8200 ext. 8263

**Financial Aid:**financialaid@lbc.edu 717.560.8254

**Health & Wellness Center - Lancaster:**nurse@lbc.edu 717.560.8215

**Help Desk - Information Systems:**help@lbc.edu 717.560.8200 ext. 4357

**Library - Lancaster:**circdesk@lbc.edu 717.560.8250

**Library - DC:**circdesk@lbc.edu 301.552.1400

**Library - Philadelphia:**circdesk@lbc.edu 215.329.5400

**Public Safety - Lancaster:**717.560.8200 ext. 8247

**Registrar's Office:**registrar@lbc.edu 717.560.8200 ext. 5259

**Solutions Center:**solutions@lbc.edu 717.560.8254

**Writing Services - Lancaster:**717.560.8200 ext. 5389

**Writing Services - DC:**AllyDC@lbc.edu

**Writing Services - Philadelphia:**AllyPhilly@lbc.edu 215.329.5400 Ext. 5752

# Academic Calendar - Global 23-24

<b>Fall 2023</b>	<b>Day</b>	<b>Date</b>
<b>Begin - Global (8) FA subterm 1, Global (16) FA term</b>	<b>M</b>	<b>August 28</b>
Global (8/16) - Drop/Add Period Begins*	M	August 28
Global (8/16) - Drop/Add Period Ends	Sun	September 3
LABOR DAY – Offices Closed	M	September 4
Global (8) - Withdrawal Period Ends	Sun	October 15
<b>End - Global (8) FA subterm 1</b>	<b>Sun</b>	<b>October 22</b>
<b>Begin - Global (8) FA subterm 2</b>	<b>M</b>	<b>October 23</b>
Global (8) - Drop/Add Period Begins*	M	October 23
Global (8) - Drop/Add Period Ends	Sun	October 29
THANKSGIVING – Offices Closed	Th-F	November 23-24
Global (8/16) - Withdrawal Period Ends	Sun	December 10
<b>End - Global (8) FA subterm 2, Global (16) FA term **</b>	<b>Sun</b>	<b>December 17</b>
CHRISTMAS – Offices Closed		<b>December 25-Jan1</b>
<b>Spring 2024</b>	<b>Day</b>	<b>Date</b>
<b>Begin - Global (8) SP subterm 3, Global (16) SP term</b>	<b>M</b>	<b>January 8</b>
Global (8/16) - Drop/Add Period Begins*	M	January 8
Global (8/16) - Drop/Add Period Ends	Sun	January 14
MARTIN LUTHER KING, JR. DAY – Offices Closed	M	January 15
Global (8) - Withdrawal Period Ends	Sun	February 25
<b>End - Global (8) SP subterm 3</b>	<b>Sun</b>	<b>March 3</b>
<b>Begin - Global (8) SP subterm 4</b>	<b>M</b>	<b>March 4</b>
Global (8) - Drop/Add Period Begins*	M	March 4
Global (8) - Drop/Add Period Ends	Sun	March 10
GOOD FRIDAY – Offices Closed	F	March 29
Global (8/16) - Withdrawal Period Ends	Sun	April 21

<b>End - Global (8) SP subterm 4 and Global (16) SP term **</b>	<b>Sun</b>	<b>April 28</b>
May Commencement (Lancaster, DC, Philly, Online) ***	TBA	Weekend of May 3-4

<b>Summer 2024</b>	<b>Day</b>	<b>Date</b>
<b>Begin - Global (8) SU subterm 5, Global (16) SU term</b>	<b>M</b>	<b>May 6</b>
Global (8/16) - Drop/Add Period Begins*	M	May 6
Global (8/16) - Drop/Add Period Ends	Sun	May 12
MEMORIAL DAY – Offices Closed	M	May 27
JUNETEENTH - Offices Closed	W	June 19
Global (8)- Withdrawal Period Ends	Sun	June 23
<b>End - Global (8) SU subterm 5</b>	<b>Sun</b>	<b>June 30</b>
<b>Begin - Global (8) SU subterm 6</b>	<b>M</b>	<b>July 1</b>
Global (8) - Drop/Add Period Begins*	M	July 1
INDEPENDENCE DAY – Offices Closed	Th	July 4
Global (8) - Drop/Add Period Ends	Sun	July 7
Global (8/16) - Withdrawal Period Ends	Sun	August 18
<b>End - Global (8) SU subterm 6, Global (16) SU term **</b>	<b>Sun</b>	<b>August 25</b>

\*Students may drop a course only if they have not had any academic engagement. If there has been academic engagement and the student desires to no longer attend the class, the student withdraws from the class.

\*\*Although the course officially ends on Sunday, in many cases the coursework is due the Friday before to allow a weekend break between subterms/terms.

\*\*\* Commencement is the ceremony that celebrates the completion of a degree or certificate. Participation in the commencement ceremony does not imply that students have officially graduated. Graduation is the completion of all degree requirements as recorded on the official transcript. The conferral of the degree or graduation happens the Monday after the commencement ceremony.



# Index

