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2023-2024 Seminary and Graduate 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.

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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.

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| 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. |

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| November 2003 | Peterson Hall completed and occupied. |
| February 2005 | MEd Consulting Resource Teacher program was added. Certification from PDE was approved in Elementary School Counseling, Secondary School Counseling, Reading Specialist and Music Education. |
| February 2007 | MSCHE & ABHE approved the offering of the Bachelor of Science in Bible degree completely online through the degree completion program. |
| June 2007 | Comprehensive self-study and reaffirmation by ABHE and MSCHE. |
| September 2007 | The first two, combined bachelor's/master's programs were offered in professional counseling. |
| October 2007 | Esbenshade Hall, formerly a residence hall, was renovated and repurposed as Esbenshade Enrollment Management Center. |
| March 2009 | MSCHE & ABHE approved the offering of the Concentrated Bible Course Certificate completely online. |
| May 2009 | Mental Health Counseling and Marriage & Family Counseling programs were approved to be offered as bachelor's/master's programs. |
| August 2010 | Membership in NCAA Division III approved. |
| December 2010 | LBC received approval from PDE to grant its first doctoral degree, the Doctor of Philosophy in Leadership. |
| March 2011 | Communication was added as an undergraduate major. |
| September 2011 | Married student apartments constructed in 1967 were renovated into Weber Hall. |
| June 2012 | The Commonwealth of Pennsylvania enacted legislation eliminating program approval requirements for some institutions, enabling LBC to add new degree programs at any level. |
| August 2012 | Teague Learning Commons was dedicated, a 40,000 square foot facility housing the Charles and Gloria Jones Library and an array of learning support services. |
| August 2012 | Partnership launched with Philadelphia Center for Urban Theological Studies |
| January 2013 | LBC acquired the academic programs of Capital Bible Seminary and absorbed the students of Washington Bible College, opening a site in Greenbelt, MD. |
| April 2013 | The Trust Performing Arts Center was opened in downtown Lancaster. |
| August 2013 | LBC partnered with OneLife, a gap year program, to offer our one year certificate within the parameters of their on-campus model. |
| September 2013 | Partnership launched with Memphis Center for Urban Theological Studies. |
| February 2014 | ABHE granted approval for PhD Biblical Studies and an additional location in Greenbelt, MD. |

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| 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.

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Accreditations, Associations, Approvals and Certifications

Institutional

Lancaster Bible College | Capital Seminary & Graduate School is accredited by the Middle States Commission on Higher Education, 1007 North Orange Street, 4th Floor, MB #166, Wilmington, DE 19801 | (267.284.5000) www.msche.org. The MSCHE is an institutional accrediting agency recognized by the U.S. Secretary of Education and the Council for Higher Education Accreditation (CHEA).

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

Specialized

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

Approvals

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

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

Authorization to Award Degrees

Lancaster Bible College | Capital Seminary & Graduate School is certified by Pennsylvania Department of Education, Maryland Higher Education Commission (Washington, DC location), and is approved by the appropriate states to operate at the site in their state: 901 Eden Road, Lancaster, PA 17601; 7852 Walker Drive, Suite 100, Greenbelt, MD 20770; ; and 2001 W. Lehigh Ave., Philadelphia, PA 19132.

Institutional Participant

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

Memberships

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

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

Academic Degrees Overview

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

Traditional Undergraduate Degrees

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

Adult Education and Online Undergraduate Degrees

Many undergraduate programs are offered through our adult education format and online in 8-week courses in the fall, spring, and summer terms. Adult education students enjoy the best of face-to-face and online course components through the hybrid model by attending class one time a week and completing learning activities online. Locations for these programs include 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.

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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.

Doctoral Programs

Biblical Studies (PhD)

Credential: PhD in Biblical Studies

Location: Washington, DC (Greenbelt, MD)

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

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

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

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

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

Curricular Structure

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

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

Curricular Design and Distinct Characteristics

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

Purpose

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

Core Competencies

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

Expert Biblical Exegete

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

Innovator of Education

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

Researcher Scholar

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

Program Director: Dr. Mark R. Meyer

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

Phone: 717.342.7594 | Email: mmeyer@lbc.edu

Faculty

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

Resident Faculty:

Doug Finkbeiner, PhD

Joseph Kim, PhD

Mark R. Meyer, PhD

Adjunct Faculty:

Michael Anthony, PhD

Debra Johnson-Cortesi, PhD

Jeffrey Tuttle, EdD

Art Hurtado, PhD

Educational Leadership (EdD)

Program: Educational Leadership

Credential: Doctor of Education (EdD)

Program Overview

The Doctor of Education in Educational Leadership program prepares Christian students for leadership in education at the local, state, national, and international level. The program is designed for currently practicing educators who want to remain in the profession and make a difference through servant leadership; who are inspired to lead positive, systemic change to influence teaching and learning for all students; who have the desire to navigate complex problems and design solutions; and who have the capacity to collaborate, listen, and reflect.

With an emphasis on the integration of theory and practice, the EdD prepares students to:

- Employ research-based leadership practices in a variety of educational settings
- Utilize data-informed decision-making principles in a methodologically sound manner
- Steward human and financial resources for student learning
- Apply successful strategies for leading change in educational organizations
- Engage in systematic study of complex problems of practice
- Apply research findings to professional education contexts
- Translate visionary ideas into strategies and actions
- Make decisions that promote student success based on ethical and legal principles, professional integrity, and fairness
- Navigate the rapidly changing demands of education with a solid grounding in the enduring truths of Scripture

Students will be prepared to employ these skills and practices in system-level leadership positions in schools, school districts, and state and federal departments; and in roles such as head of school, division director, chief academic officer, curriculum director, executive director, and other leadership positions.

Significant Features:

- 54-credit cohort-based program delivered fully online with one 30- to 60-minute weekly synchronous session for each course
- Scholar-practitioner model enables students to continue serving in their current setting while engaging in studies
- Integrates theory and practice
- Teaching and learning takes place through the lens of a biblical worldview

Program Mission Statement: The Doctor of Education in Educational Leadership prepares Christian scholar-practitioners for relevant, relational, and reflective leadership in education at the local, state, national, and international levels

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

1. Articulate a biblical and personal philosophy of educational leadership.
2. Apply leadership theory and research to professional education contexts and practice.
3. Make decisions that promote student success based on ethical and legal principles, professional integrity, and fairness.
4. Utilize data-informed decision-making principles in a methodologically sound manner.
5. Engage in systematic study of complex problems of practice.
6. Steward human and financial resources for student learning.
7. Apply successful strategies for leading change in complex educational organizations.

Location: Online

Curricular Structure/Degree Requirements

Educational Leadership

| | | |
|---------|--|---|
| BTC 503 | Foundations for Integration OR | 3 |
| BTC 504 | Perspectives on Integration | 3 |
| EDL 801 | Philosophical and Theoretical Foundations of Strategic Educational Leadership | 3 |
| EDL 805 | Organizational Behavior and Change | 3 |

| | | |
|---------|--|---|
| EDL 810 | Faith, Ethics, and Equity in the Educational Context | 3 |
| EDL 815 | Instructional Supervision and Professional Development | 3 |
| EDL 820 | Data Analysis and Evidence-Based Improvement | 3 |
| EDL 825 | Politics, Policy, and Governance | 3 |
| EDL 830 | School Law | 3 |
| EDL 835 | Planning and Managing Financial Resources | 3 |
| EDL 840 | Personnel Management | 3 |
| EDU 845 | Curriculum Design, Management, and Evaluation | 3 |
| EDL 850 | Technology for Educational Leaders | 3 |
| EDL 860 | Systematic Study of Complex Problems of Practice | 3 |
| EDU 829 | Collaborative Team Approach | 3 |
| EDL 901 | Action Research Proposal | 6 |
| EDL 902 | Action Research Dissertation | 6 |

Application, Admission, Retention, and Graduation

Admission Requirements

Applicants to the EdD program must hold an earned and accredited master's degree in an appropriately related field. Applicant's transcripts should reflect a background in education or related studies at either the bachelor's or master's level. Those applicants who have not completed course work in education or related studies may be required to successfully complete "leveling" work to prepare the applicant for the educational component of the program.

Several options for leveling academic deficiencies are available to students. Applicants should discuss deficiencies with the Director of EdD in Educational Leadership. Equivalency options through the completion of additional approved academic courses include: campus-based courses; web-based courses; completing academic courses at another accredited institution; etc.

Applicants should be currently practicing educators who have at least three years of leadership experience and want to remain in the profession.

The minimum cumulative grade point average (GPA) for admission to a doctoral program is equivalent to the letter grade "B" (3.00 on a 4.0 scale).

Applicants may be asked to take the MAT (Miller Analogies Test, www.milleranalogies.com) or GRE (Graduate Record Exam, www.ets.org/gre/general/register) and submit their score as per the application process. The test scores may not be more than five years old at the time of application.

Applicants whose first language is not English must attain a minimum test score of 600 on the paper-based TOEFL General Test (250 on the computer-based exam or 100 for the Internet-based test) or an equivalent demonstration of the ability to read, write and do academic research in standard English.

Application Process

Application for admission to the Doctor of Education in Educational Leadership (EdD) should begin with as much lead-time as possible, as some application requirements involve time delays.

EdD administrators and faculty only review fully completed files because a partially completed application does not always give an accurate picture of the ability to do doctoral work. Thus, applicants with borderline cumulative or area grade point averages but with significant successful ministry experience can be evaluated on the basis of both achievements, not just the GPA. Some applicants mistakenly assume a short-coming in one admission criterion automatically disqualifies them from admission. In reality, significant achievements in other admission criteria may accommodate a short-coming in one area.

Steps to Apply

1. Complete the Application Form (include \$40 non-refundable application fee): EdD Application
2. Submit Additional Documents
 - Official transcripts from all post-secondary schools attended;
 - One Recommendation for Admission (one professional)
3. Statement of Purpose (750-1000 words)
 - The Statement of Purpose should outline the applicant’s leadership experience, current role in education, and purpose for pursuing an EdD in Educational Leadership.
4. Complete Standardized Testing
 - If required as an additional assessment by the Director of the EdD in Educational Leadership program, applicants must take and submit official test scores for the GRE or MAT.
 - Applicants whose first language is not English must also submit scores for the Test of English as a Foreign Language exam (TOEFL).
5. Current resume or curriculum vitae
6. All applicants must complete an admissions interview with the program director. If necessary for additional assessment, applicants will be asked to write a field essay on a topic related to leadership.

Application Response

Once the applicant’s file is completed in full, the Capital faculty evaluates the applicant’s profile in terms of demonstrated and potential ability to complete doctoral studies successfully at the research doctoral level. The committee makes a consensus admission decision on applicants (five decisions are possible) using the following scale.

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

Accepted with Deficiencies: The applicant is accepted into the program with admissions academic deficiencies identified.

Accepted on Review Status: The applicant is admitted pending further review.

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

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

Applicants will be notified of the admissions decision within three weeks of the submission of all application materials.

Acceptance of admission requires a \$500.00 deposit to hold a position in the cohort.

Retention

A student must receive at least a B- in each course to advance to the dissertation stage of the program.

Graduation

In addition to the Retention requirements, a student must pass the dissertation defense in order to graduate. A student also must be in good standing with the Business Office.

Program Director: Dr. Robin Bronkema, PhD

Growing up, Dr. Bronkema thought most children enjoyed playing school as much as she did, but it turns out that favorite pastime was a reflection of the love of teaching the Lord had placed in her. She went on to become a teacher in public schools in PA and CT, and then supervised student teachers at a liberal arts college for several years. Discovering that her passion for education and serving the Lord could be combined in Christian Education, she moved into administrative roles in a Christian K-12 school. Those experiences gave birth to her doctoral research, which focused on the leadership development of female Christian school leaders. With a heart for college-age students, she is now thrilled to bring all of those experiences to bear here at LBC.

Outside of campus life, she enjoys long walks with her dog, tennis, and street hockey with her husband and three children, meals with friends, and a strong cup of Earl Grey tea.

PhD in Organizational Leadership, Eastern University
EdM in Human Development and Psychology, Harvard University Graduate School of Education
BA in Psychology and Linguistics, Swarthmore College

Faculty

Dr. Robin Bronkema, PhD
Dr. Justin Harbin, EdD
Dr. Stacey Martin, EdD

Leadership (PhD)

Credential: PhD

Location: Lancaster; Online

Program Director: Dr. Kevin Gushiken

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

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

Program Philosophy: Doctoral students are encouraged to abandon any competitive habits accumulated during previous years of formal schooling. The idea of the research seminar is to engage the doctoral student in the giving and receiving of ideas, information, sources, and materials in the context of a community of scholarship. This sort of exchange includes sharing foundational research and advanced research manuscripts with other students for analysis and evaluation.

Doctoral students are expected to enter fully into seminar dialogues, and to participate constructively in open hearings for research proposals and oral comprehensive examinations. This community of scholars will be developed and maintained between seminars through the use of e-mail and online discussion groups.

Doctoral students are expected to ground their research in significant and pertinent literature, and to share ideas and resources with their colleagues. In sum, doctoral students are expected to know what they are talking about and are expected to help one another.

In the facilitation of community and the networking for cooperative learning, three educational principles are considered essential:

- The outcome of advanced graduate education is the development of refined sustainable habits of scholarly inquiry with professional integrity. These habits include engaging in seamless and life-long learning, and discerning, upholding, and accurately communicating truth.
- Competitive practices and individualistic approaches to scholarly inquiry are considered inappropriate outcomes and inappropriate toward the community of learning.

The preferred learning environment is one that fosters a community of cooperative inquiry. Faculty and students alike are to be engaged in this learning community toward the development of all participants, not just the individual.

Educational Philosophy: In each research seminar, doctoral students pursue lines of inquiry in course assignments that are related to both the seminar topic and individual student ministry interests. Thus, one student may research administrative protocols in local church settings, while another student is researching administrative policies and procedures related to Christian schooling.

The goal of the research seminars is for doctoral students to explore the theoretical foundations of a subject in order to generate informed applications for vocational ministry. Research papers will involve identifying precedent theory and practices, evaluating them in light of theological presuppositions and education and leadership assumptions, resulting in the proposition of new theoretical constructs or revised applications for ministry. In many cases the research will influence policies, procedures, and practices in the workplace.

Courses are offered in an accelerated instructional format consisting of a research triad:

- Foundational research component
- Research seminar component
- Advanced research component

Each course syllabus reflects the three components with educational objectives designed specifically to link each component of the research triad. Internet-based discussion groups and seminar resources allow for mediated instruction immediately prior to and following the on-campus seminar experience.

Program Core Competencies

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

Servant Leader

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

Leader-Teacher

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

Organizational Leader

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

Change Agent

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

Researcher-Scholar

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

Foundational Literature Review: Upon admission to the PhD in Leadership program, participants will be required to read (or review if read previously) a significant literature base before the end of the first term of study. The precedent literature requirement enables students to share a common knowledge base.

Research Course Sequence: This core competency focuses on the acquisition of the skills required to conduct doctoral level research. Skill development includes identification of the research problem, conducting a literature review, designing of research approach, collecting data, data analysis, and writing of a dissertation. This core competency includes the development of analytical and critical thinking skills necessary to evaluate and interpret research findings. This competency culminates with the writing the dissertation.

Mentored Research: All students are assigned a scholar-mentor who will assist them in gaining the skill of research. Mentors supervise the student's research and serve as the chair of the student's dissertation committee.

Dissertation: Each candidate for the PhD in Leadership must complete a dissertation based on the candidate's own systematic inquiry into an area of advanced research in leadership. The dissertation is intended to demonstrate competency in research design, methodology, and the ability to think critically. The dissertation allows the student an opportunity to make a substantive contribution to the literature base in the field of leadership and church ministry.

Curricular Structure/Degree Requirements

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

| Leadership (PhD) Competencies | Credits |
|--------------------------------------|----------------|
| Orientation Seminar | 0 |
| Servant Leader | 8 |
| Leader-Teacher | 8 |
| Organizational Leader | 8 |
| Change Agent | 8 |
| Research-Scholar | 28 |
| Program Total | 60 |

Leadership PhD Curriculum

ORI 900 Orientation Seminar, 0 credit

Foundational Literature Review, 0 credit

| | | |
|---------|---|---|
| LSP 901 | Empirical Research I: Critical Inquiry and Research Design | 4 |
| LSP 902 | Biblical and Theological Foundations of Leadership | 4 |
| LSP 903 | Character and Ethics in Leadership | 4 |
| LSP 904 | Personality and Developmental Theory | 4 |
| LSP 905 | Teaching & Learning: Theory and Practice | 4 |
| LSP 906 | Leadership and Management Theory | 4 |
| LSP 907 | Team Dynamics | 4 |
| LSP 908 | Empirical Research II: Research Problem and Literature Review | 4 |
| LSP 909 | Organizational Theory and Development | 4 |
| LSP 910 | Empirical Research III: Prospectus and Instrument Development | 4 |

| | | |
|---------|-----------------------------|----|
| LSP 911 | Change, Power, and Conflict | 4 |
| LSP 912 | Comprehensive Exams | 0 |
| LSP 913 | Prospectus: Chapters 1-3 | 4 |
| LSP 914 | Dissertation | 12 |

Application, Admission, Retention, and Graduation

Foundational Literature

Upon admission to a research doctoral program, all new students are required to read/review a significant literature base of selected texts by the end of the first year of the program. However, due to the intense nature of course work as well as the relevance of the precedent material to required courses, students are highly encouraged to complete this reading prior to beginning course work. This precedent literature is reflective of the common knowledge base students need in preparation for the research seminars.

Admission Requirements

Applicants to the PhD program must hold an earned and accredited master’s degree in an appropriately related field. Applicant’s transcripts should reflect a background in biblical, theological and ministry studies at either the bachelor’s or master’s level. Those applicants who have not completed course work in biblical, theological, and ministry studies may be required to successfully complete “leveling” work to prepare the applicant for the biblical and theological component of the program.

Applicants who are deficient in meeting the above requirements must take additional course work to attain equivalency. This process is called “leveling.” Several options for leveling academic deficiencies are available to students. You should discuss deficiencies with the Director of PhD in Leadership Studies. Equivalency options through the completion of additional approved academic courses include: campus-based courses; web-based courses; taking courses at a Capital site; completing academic courses at another accredited institution; etc. Documentation of experiential learning is possible for the demonstration of equivalency. Such determinations are made by the Director of the PhD in Leadership Studies.

The minimum cumulative grade point average (GPA) for admission to a research doctoral program is equivalent to the letter grade “B+” (3.25 on a 4.0 scale).

Applicants might be asked to take the MAT (Miller Analogies Test, www.milleranalogies.com) or GRE (Graduate Record Exam, www.ets.org/gre/general/register) and submit their score as per the application process. The test scores may not be more than five years old at the time of application.

Applicants whose first language is not English must attain a minimum test score of 600 on the paper-based TOEFL General Test (250 on the computer-based exam or 100 for the Internet-based test) or an equivalent demonstration of the ability to read, write and do academic research in standard English.

Applicants must provide transcript evidence that they have taken a course in statistics at the undergraduate or graduate level. Those applicants lacking this admissions requirement may take a research statistics course at Lancaster Bible College or at another accredited college or university. This course must be completed prior to taking LSP 908 Empirical Research II. It can also be completed as an independent study by reading several assigned books.

Application Process

Application for admission to the Doctor of Philosophy in Leadership (PhD) should begin with as much lead-time as possible, as some application requirements involve time delays.

PhD administrators and faculty only review fully completed files because a partially completed application does not always give an accurate picture of the ability to do doctoral work. Thus, applicants with borderline cumulative or area grade point averages but with significant successful ministry experience can be evaluated on the basis of both achievements, not just the GPA. Some applicants mistakenly assume a short-coming in one admission criteria automatically disqualifies them from admission. In reality, significant achievements in other admission criteria may accommodate a short-coming in another area.

Steps to Apply

1. Complete the Application Form (include \$40 non-refundable application fee): PhD Application
2. Submit Additional Documents
 - Official transcripts from all post-secondary schools attended;
 - Three Recommendations for Admission (two academic, one pastor)
3. Complete Standardized Testing
 - If required as an additional assessment by the Director of the PhD in Leadership program, applicants must take and submit official test scores for the GRE or MAT.
 - Applicants whose first language is not English must also submit scores for the Test of English as a Foreign Language exam (TOEFL).

Complete Interview, Field Essay and Research Sample

- All applicants must complete an admissions interview. If necessary for additional assessment, applicants will be asked to write a field essay on a topic related to leadership.
- Applicants will receive a reading list and study guide to aid in preparation for the field essay. Applicants must use a laptop computer to produce the essay.
- Applicants must also submit a graded research paper written at the master's level.

Application Response

Once the applicant's file is completed in full, the Capital faculty evaluates the applicant's profile in terms of demonstrated and potential ability to complete doctoral studies successfully at the research doctoral level. The committee makes a consensus admission decision on applicants (five decisions are possible) using the following scale.

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

Accepted with Deficiencies: The applicant is accepted into the program with admissions academic deficiencies identified.

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

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

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

Applicants will be notified of the admissions decision within three weeks of the submission of all application materials.

Acceptance of admission requires a \$500.00 deposit to hold a position in the cohort.

Statute of Limitations and Continuation Fee

Students who have not completed their dissertation by August 31 following the established completion date of their program (four and half years of full-time coursework) will be charged an administrative continuation fee for each term (fall and spring) until the dissertation is completed, or until the student withdraws from the program, or until the statute of limitations (six years) is reached. In cases where the statute of limitations has been extended beyond the six years, the schedule of administrative continuation fees will remain in force.

Graduation

COMMENCEMENT

Doctor of Philosophy graduates are strongly encouraged to participate in a commencement ceremony. Ceremonies are typically offered in December and in May at the end of the Fall and Spring semesters, respectively. PhD graduates may have the opportunity to select a graduation location based on what ceremonies are scheduled at the time of their program completion.

CAP AND GOWN

The doctoral tuition price automatically includes the cost of a rented cap and gown for graduation. Information on how to be measured for the cap and gown will be sent to graduates early in the semester of graduation. The rented cap and gown is only a mortarboard with a basic all black gown. However, the regalia associated with the Church and Ministry Leadership department will reflect appropriate colors for the degree and school.

Doctoral students may wish to purchase their own cap, hood, and gown at their own expense. Those who purchase the doctoral gown often opt to have royal blue chevrons on the sleeves and front panels of the gown (the traditional color for PhD degrees).

Students planning to order a cap, hood, and gown should do so as early in the semester of graduation as possible so that the regalia arrives in time for graduation.

PREPARING FOR GRADUATION

Doctoral students are encouraged to remember that all financial obligations to the college must be paid in full before they can graduate. It is strongly encouraged to consider payment in full to include payment for the binding and microfilming and copyrighting of the dissertation.

All paper copies and the digital copy must be to the Director of PhD in Leadership on May 1st in order to graduate spring semester, or December 1st in order to graduate Fall semester. Missing pages, paper copies, and digital copies will delay graduation to the next semester.

Program Director

Kevin Gushiken, PhD

Kevin currently serves as Assistant Professor of the Church and Ministry Leadership and as the Director of the PhD program in Leadership. He earned a Bachelor of Arts in Business/Economics and a Master of Arts in Missions and Intercultural Studies from Wheaton College in Wheaton, IL. He also received a Masters of Divinity and a PhD in Educational Studies with a minor in Intercultural Studies from Trinity Evangelical Divinity School in Deerfield, IL.

Kevin's primary passion is to develop Christian leaders who biblically and critically think with the purpose of influencing the world for Christ. He also has deep interest in how leadership is formed in multiethnic settings. He has written on these topics in numerous journals and presented at several conferences around the country.

Prior to joining Lancaster Bible College, Kevin served in a variety of churches, most recently as Senior Pastor for 18 years at Harvard Avenue Evangelical Free Church, a multiethnic congregation in Chicago, IL. Kevin has been married to Penny since 1996. They have two children, Ashleigh and Ryan.

In his free time, Kevin enjoys hiking and sailing. He is a self-described "thrill seeker" who is open to trying anything once.

Faculty List

Kevin Gushiken, PhD

Mark Eckel, PhD

Ryan Kuehner, PhD

Debra Johnson-Cortesi, PhD

Skip Lewis, PhD

Gene Habecker, PhD

Ryan Hartwig, PhD

Michael Anthony, PhD

Rodney Cooper, PhD

Ministry (DMin)

Credential: Doctor of Ministry

Location: Online

Locations for Residencies: Lancaster, PA

Program Director: Dr. Kevin Gushiken

Introduction: The Doctor of Ministry (DMin) degree is a terminal professional doctorate that provides the opportunity for a post-Master of Divinity (MDiv) education to pastors, missionaries, para-church ministry leaders, teachers, and other Christian leaders to heightened professional development. The DMin at Capital Seminary and Graduate School provides academic coursework in leadership studies with the integration of research and application. The delivery of the program does not require full-time residency for students. Ministry professionals can pursue intensive advanced study through blended learning while remaining employed full-time in their vocational settings. The degree serves people who have earned the MDiv degree (or its equivalent), and currently serve as associate or senior pastors or executives of church-related or other Christian service organizations.

Program Purpose: The DMin promotes empirical research, creative reflection, and entrepreneurial application to the practice of ministry through interdisciplinary studies in Bible, theology, and ministry practice. The degree's purpose is to enhance the critical thinking, research, and leadership skills of persons engaged in the leadership of congregations or faith-based organizations.

Program Philosophy: The Doctor of Ministry is a cohort-based program. Students will enter with a group of 10-14 other students. The cohort will follow a prescribed sequence of courses together. Because cohort learning involves students who start and finish their degrees together, students will experience several educational advantages. Cohort learning offers one of the most effective learning opportunities available to doctoral students. Genuine, rich, and deep relationships will be developed through the course of the program as students support and serve each other in the quest for knowledge. As part of a cohort group, doctoral-level students will be expected to exhibit a posture of collaboration, not competition.

Program Core Competencies

Three core competencies are developed in the Doctor of Ministry program. These include specialized skills in contextualized leadership studies, theological/biblical reflection, and applied research focusing on program evaluation.

Advanced Ministry Concentration - The student will gain the ability to think and execute skillfully in the field of Strategic Leadership.

Theological/Biblical Analysis - In each of the course's students will have the opportunity to reflect on the relationship between the course's general content and its biblical/theological foundations. By doing so, students will be able to integrate their understanding of leadership concepts to the study of Scripture and practical theology.

Applied Research Skills - The student will gain research skills in program evaluation to assess ministry effectiveness. To this end DMIN students will gain the essential quantitative and qualitative methods skills needed to develop and implement a Ministry Research Project in a local context. Lifelong research skills will be developed. These skills are transferable to ministry after the completion of the degree program.

Program Director: Kevin Gushiken, PhD

Faculty

Debra Johnson-Cortesi, PhD

Kevin Gushiken, PhD

Ministry (DMin)-FTSA

FTSA Doctor of Ministry

Name of Program: Doctor of Ministry

Credential: DMin

Location: Brazil, Blended format

Introduction

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

Program Purpose

The DMin promotes empirical research, creative reflection, and entrepreneurial application to the practice of ministry through interdisciplinary studies in Scripture, theology, and ministry practice. The degree's purpose is to enhance the critical thinking, research, and leadership skills of persons engaged in the leadership of congregations or church-related institutions.

Program Philosophy

The Doctor of Ministry is a cohort-based program. Students will enter with a group of approximately 15 other students. The cohort will follow a prescribed sequence of courses together. Because cohort learning involves a group of students who start and finish their degree together, students experience a number of educational advantages. Cohort learning, combined in a blended manner with both face-to-face and internet-enhanced learning, offers one of the most effective learning opportunities available to doctoral students. Genuine, rich, and deep relationships will be developed through the course of the program as students support and serve each other in the quest for knowledge. As part of a cohort group, doctoral level students will be expected to exhibit a posture of collaboration, not competition.

Educational Philosophy

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

Seminar Format

Using the blended learning model described above, each concentration seminar has three learning components:

- Pre-Seminar Component (typically, 7 weeks): Students complete pre-seminar reading and assignments and participate in online, asynchronous discussions.
- Face-to-Face Component: Seminars will be conducted at a pre-determined location (locations may vary, but will be in Brazil) and will consist of 24 hours of face-to-face seminar instruction.
- Post-Seminar Component (typically, 6 weeks): Students complete post-seminar reading and assignments and participate in online, asynchronous discussions.

Program Core Competencies

Three core competencies are developed through the Doctor of Ministry program. These include specialized skills, contextualized leadership skills, and action research skills.

Advanced Ministry Concentration - The student will gain the ability to think and execute skillfully in a selected field of ministry study. Concentration is in Strategic Leadership.

Contextual Ministry Leadership Praxis – Building on the concentration study area, the student will gain skills in contextualized ministry leadership. All students take one seminar designed to create increased leadership competency in their particular concentration field. This seminar seeks to develop the skills of problem-solving, change management, and decision-making within the context of team leadership in the student's concentration area.

Applied Action Research Skills - The student will gain skills in doing applied research for the purpose of increased ministry effectiveness. DMin students gain the basic skills needed to develop and implement a Ministry Research Project in a local ministry context. Lifelong research skills are developed which are transferable to ministry after the completion of the degree program.

FTSA DMin Curricular Structure/Degree Requirements

Overview of Program Competencies

The DMin program requires a minimum of two years of study. Students will complete 34 hours of academic study as follows:

Competencies and Credits for Each

| | |
|--|------------|
| Program Orientation | 0 credits |
| Advanced Ministry Concentration Seminars | 16 credits |
| Contextual Ministry Praxis Seminar | 4 credits |
| Applied Research Seminar | 4 credits |
| Mentored Research Design | 4 credits |
| Applied Research Dissertation | 6 credits |
| Program total | 34 credits |

Core Values

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

Life-on-Life Learning – The best learning is done in community, so we are intentional about creating environments and experiences that promote collaboration.

Life-Engaged Learning – Focused on contextualization and application, we design programming for life and ministry-engaged learners.

Life-Long Learning – Our program is a learning journey designed to equip leaders with skills to implement and evaluate real change within their context for the rest of their lives.

Life-Change Learning – Though an academic pursuit, our degree is part of a discipleship process, leading participants to the development of a self-awareness and recognition of capacities.

Required Courses

| | | |
|-----------|--|---|
| ORI 800 | Orientation | 0 |
| MIN 811BR | Casamento e Questões Familiares | 4 |
| MIN 842BR | Inovação e Mudança | 4 |
| MIN 844 | Liderança Formativa na Era Digital | 4 |
| MIN 843BR | Iniciativas e Parcerias Estratégicas | 4 |
| MIN 850BR | Seminário de Práxis Contextual de Ministério | 4 |
| MIN 851BR | Seminário de Pesquisa Aplicada | 4 |
| MIN 890BR | Pesquisa Orientada 1 | 4 |
| MIN 891BR | Pesquisa Orientada 2 | 4 |

FTSA Application, Admission, Retention, and Graduation

Admission to the DMin Program

Steps to Apply

1. Complete the Application Form (include \$40 non-refundable application fee): DMin Application.
2. Submit Official transcripts from all post-secondary schools attended (2.75 GPA)
3. Applicants whose first language is not English must show proof of English proficiency (International)
4. Have a passport or Visa (International/Hybrid)
5. Provide a writing sample
6. Provide a Professional Reference
7. Complete Interview

All items requested on the Capital application form should be sent to:

Director: Doctor of Ministry
 Capital Seminary and Graduate School
 901 Eden Road
 Lancaster, PA 17601-5036

Application Response

Application Deadlines and Admission Evaluation

For an applicant to be considered for participation in a DMin cohort, all application requirements should be completed 90 days prior to the cohort start date. Once an application file is complete and the interview has taken place, Capital Seminary faculty will evaluate the applicant's profile in terms of demonstrated and potential ability to complete doctoral studies successfully. The committee makes a consensus admission decision on applicants (five decisions are possible) using the following scale:

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

Because of our priority on creating excellent cohort communities, admissions decisions are made and communicated approximately 60 days prior to the cohort start date rather than in connection to the date the application process is complete.

Enrollment

- Prospective students who are offered admission have 30 days to accept or decline the offering of admission. Acceptance of admission requires a financial deposit to hold a position in the cohort. Prospective students who fail to respond within 30 days automatically forfeit the offer of admission.
- Doctor of Ministry students are automatically enrolled in upcoming seminars by the Capital Registrar, assuming they are in good academic and financial standing.
- At the completion of the first year, students are automatically enrolled for the 4-credit Mentored Research Design. After successful defense of their Prospectus, they are registered for the 6-credit Applied Research Dissertation.

Retention

Continuation Fees and Statute of Limitations

The Capital Seminary and Graduate School Doctor of Ministry program is designed to be completed in three years. Students who have not completed their Applied Research Dissertation within four years of their cohort's start date will be charged an administrative continuation fee for each term (fall and spring) until the project is completed, or until the student withdraws from the program, or until the statute of limitations is reached. Completion of the Applied Research Dissertation refers to the student's ARD having been successfully defended and accepted. The statute of limitations for the Doctor of Ministry program is 5 years. All requirements for graduation from the DMin program must be completed within 5 years of the student's original cohort start date.

- a) The continuation fee applies to full-time students continuously enrolled in courses for three years. If a student takes a semester off, that semester does not count towards the three years. For example, if a student takes one semester off, continuation fees will be applied after three and half years (three years + the semester the student took off).
- b) Students who are defending their dissertations and thus completing the program that term will still be required to pay the fee. Students who successfully defend their dissertations before the first day of class for a term will not be charged the fee even if revisions are required from their hearing.
- c) Students who feel they have been prolonged by reader changes or other issues caused by Capital Seminary oversight will be directed to speak to the program director for special consideration.

Special circumstances: if students step out of the program for a semester or longer due to significant life circumstances, e.g. health issues, family matters, vocational changes, financial hardships, etc., they are responsible for making an agreement in writing with the program director that the semester(s) they withdrew from the program will not be counted towards the time limits stated in point 1 above. A determination of the time limit will be assessed by the program director for all students who are part-time.

Waivers will only be granted if the above special circumstances apply.

Graduation

Graduation

In addition to completing all academic requirements for graduation, all financial obligations to the college must be paid in full before a doctoral student can graduate.

Final versions of Applied Research Dissertation must be submitted to the Church & Ministry Leadership Department two weeks before the next graduation ceremony. Incomplete submissions may delay graduation to the following semester.

Commencement

Doctor of Ministry graduates are expected to participate in commencement ceremonies.

FTSA DMin Program Design

Designed for "Life-Engaged" Learners

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

Cohort Learning Community

The DMin is a cohort-based program. Students will enter the program with a group of 15 other students. This cohort follows a prescribed sequence of courses together. Because cohort learning involves a group of students who start and finish their degree together, students experience a number of educational advantages. Cohort learning, combined in a blended manner with both face-to-face and internet-enhanced learning, offers one of the most effective learning opportunities available to the doctoral student. Genuine, rich, and deep relationships will be developed through the course of the program as students support and serve each other in the quest for knowledge. As part of a cohort group, doctoral level students will be expected to ground their research in significant and pertinent literature and to share resources with their colleagues in preparation for on-site seminars.

Internet Enhanced Learning

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

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

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

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

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

Program Director: Kevin Gushiken, PhD

Kevin currently serves as Assistant Professor of the Church and Ministry Leadership and as the Director of the PhD program in Leadership. He earned a Bachelor of Arts in Business/Economics and a Master of Arts in Missions and Intercultural Studies from Wheaton College in Wheaton, IL. He also received a Masters of Divinity and a PhD in Educational Studies with a minor in Intercultural Studies from Trinity Evangelical Divinity School in Deerfield, IL.

Kevin's primary passion is to develop Christian leaders who biblically and critically think with the purpose of influencing the world for Christ. He also has deep interest in how leadership is formed in multiethnic settings. He has written on these topics in numerous journals and presented at several conferences around the country.

Prior to joining Lancaster Bible College, Kevin served in a variety of churches, most recently as Senior Pastor for 18 years at Harvard Avenue Evangelical Free Church, a multiethnic congregation in Chicago, IL. Kevin has been married to Penny since 1996. They have two children, Ashleigh and Ryan.

In his free time, Kevin enjoys hiking and sailing. He is a self-described "thrill seeker" who is open to trying anything once.

Faculty

Kevin Gushiken, PhD

Rubens Muzio, PhD

Antonio Barro, PhD

Jorge Barro, PhD

Seminary Programs

Biblical Studies (MABS)

Credential: Master of Arts in Biblical Studies

Location: Lancaster (hybrid), Washington, DC (hybrid), Online

Program Director: Dr. Doug Finkbeiner

Program Mission Statement: The Master of Arts in Biblical Studies (MABS) program is designed to provide individuals the opportunity to pursue an integrated program of study in Bible and theology. The program provides an understanding of and appreciation for deeper biblical truth that transforms students' minds, with a goal of motivating them to sacrificial ministry and service within the contexts of church and community (Romans 12:1-2).

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

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

Additional Program Information:

Since the Bible is the foundation for effective kingdom ministry, the MABS program emphasizes the understanding of the Bible in its original context and languages and applying its theology to all of life. The program and its faculty are guided by the following ethos:

- We believe the Bible provides the philosophical and practical foundations for ministry in any context. Therefore, classroom content and Scriptural principles are integrated and applied to professional practice in every course.
- We believe students grow more effectively in nurturing communities. Therefore, the graduate student is viewed as a self-directed learner and adult learning methods are emphasized, making the classroom environment an educational workshop that emphasizes interactive methods which utilize the professor's and students' unique gifts and life experience. Online students create this community through learning activities and weekly zoom meetings.
- We believe in life-long education. Therefore, courses emphasize critical thinking skills that relate to all of life and ministry and provide the practical research skills for maintaining continuing education in Christian ministry beyond a formal degree program.

The MABS program is delivered in two formats, hybrid and online, which allows life-engaged students to complete an advanced degree without uprooting life at home and work. Students have the option of either format with most courses 8 weeks in length. In the online format, there is no residency requirement. In the hybrid format, students participate in two consecutive days of residency.

Curricular Structure and Degree Requirements

| Curricular Structure | Credits |
|---|-----------|
| ORI 500 Orientation | 0 |
| Biblical and Foundational Foundations Courses | 15 |
| Biblical Skills Development Courses | 15 |
| Concentration Courses | 12 |
| Elective Courses | 6 |
| Program Total | 48 |

Biblical & Theological Foundations Courses (15 Credits)

Biblical and Theological Foundations Courses may be met through Advanced Standing. See the section below for more information.

| | | |
|---------|---|---|
| BIB 505 | Introduction to Biblical & Theological Research | 3 |
| BTC 523 | Biblical Narrative - Old Testament | 3 |
| BTC 533 | Biblical Narrative - New Testament | 3 |
| BTC 563 | Biblical Interpretation | 3 |
| BTC 573 | Introduction to Christian Theology | 3 |

Biblical Skills Development Courses (15 Credits)

The language classes are 16 weeks in length. BIB 536 and BIB 537 are 8 weeks in length.

| | | |
|---------|---|---|
| BIB 512 | Greek I | 3 |
| BIB 513 | Greek II | 3 |
| BIB 517 | Hebrew I | 3 |
| BIB 518 | Hebrew II | 3 |
| BIB 536 | Biblical Exegesis and Exposition - Hebrew OR | 3 |
| BIB 537 | Biblical Exegesis and Exposition: Greek | 3 |

Bible Exposition Concentration Courses (12 Credits)

Each week both professional and lay Christian ministers, who are tasked with preaching and teaching God's Word, engage in a two-fold journey. First, they journey from the contemporary world back to the biblical world (interpretive journey). Second, they journey back from the biblical world to the contemporary world (communicative journey). Thus, Christian ministers need to know how to interpret and communicate God's Word. To do so with integrity, they need to know how to accurately interpret God's Word. To do so with relevancy, they need to know how to appropriately apply God's Word to a contemporary audience. This particular concentration is designed to prepare the Christian minister to both interpret the Word accurately and communicate the Word relevantly. While heavier weight is given to the interpretive journey in the concentration, ample time is given to the communicative journey. This concentration effectively equips pastors, elders, lay teachers, youth leaders, and para-church leaders who desire to sharpen their skills for expository communication of the scriptures.

Bible Exposition Electives: BIB 526 Pastoral Epistles, BIB 528 The Gospel According to Mark, BIB 551 Applied Hermeneutics: Interpretation of Narrative, BIB 552 Applied Hermeneutics: Interpretation of Poetry, BIB 553 Applied Hermeneutics: Interpretation of Prophecy, BIB 563 The Use of the Old Testament in the New Testament

| | | |
|---------|------------------------------------|---|
| BIB 535 | Introduction to Biblical Preaching | 3 |
| | Bible Elective | 3 |
| | Bible Elective | 3 |
| | Bible Elective | 3 |

Christian Apologetics Concentration Courses (12 Credits)

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

Christian Apologetics Concentration Electives: APO 510 Philosophy for Apologetics, APO 515 Old Testament in Apologetics.

| | | |
|---------|-----------------------------|---|
| APO 540 | Christian Apologetics | 3 |
| APO 545 | Logic and Critical Thinking | 3 |
| APO | APO Elective | 3 |
| APO | APO Elective | 3 |

Theology Concentration Courses (12 Credits)

Christian leaders are constantly called upon to assess and discern ideas and trends that affect the church and society. Foundational to that task is a solid understanding of the Bible and its view of the world as understood and expressed in the long tradition of Christian theological reflection. This concentration equips Christian leaders for ministry by providing them with an advanced framework for thinking theologically, an understanding of the development of Christian theology from its origins to the present, and opportunities for focused research into various topics and issues in systematic, historical, and biblical theology. The goal of the concentration is to graduate Christian pastors and leaders who have the knowledge and skills to interpret and articulate an orthodox understanding of the Christian faith in the evangelical Protestant tradition, to pass it on to future generations, and to apply its insights to the contemporary needs of the church and society.

Theology Concentration Electives: THE 516 Biblical Integration for Faithful Christian Teaching, THE 527 The Trinity, THE 525 Theology of Suffering, THE 526 Pauline Theology. Appropriate pre-requisites must be met.

| | | |
|---------|-------------------------------|---|
| THE 517 | Theological Method | 3 |
| THE 518 | History of Christian Doctrine | 3 |
| | Theology Elective | 3 |
| | Theology Elective | 3 |

General Biblical Studies Concentration Courses (12 credits)

Students may elect to take courses from several concentration areas within the degree program for the General Biblical Studies concentration. For students in biblical studies programs, they may take seminary courses beginning with the prefix BIB, THE, and APO. Any transfer courses brought in as concentration courses must align with the program outcomes of the student's degree program.

General Biblical Studies Concentration Courses: Seminary Courses with a prefix of BIB, THE, or APO. Appropriate pre-requisites must be met.

| | |
|----------------------|---|
| BIB/THE/APO Elective | 3 |
| BIB/THE/APO Elective | 3 |
| BIB/THE/APO Elective | 3 |
| BIB/THE/APO Elective | 3 |

Elective Courses (6 credits)

Students may take 6 credits of elective courses from the following seminary course prefixes: APO, BIB, CFM, LSP, MIN, MFL, PAS and THE.

| | |
|----------|---|
| Elective | 3 |
| Elective | 3 |

Admission, Retention, and Graduation Information

Admission Requirements

Admission into a master's degree program at Capital Seminary is consistent with the general admissions policy and practice of LBC|Capital and found in this catalog in the Admissions Information section.

Transfer Credit

Transfer credit is awarded in accordance with the general transfer policy in the Academic Policies and Procedures section of the catalog. Transfer credits are reviewed and approved by the Program Director. This program has the following program specific transfer credit information. Transfer credit must be from an institution other than LBC|Capital.

| Seminary Program | Program Credits | # of Transfer Credits | Age of Transfer Credits | Min. Grade of Transfer Credits |
|-------------------------|-----------------|-----------------------|--|--------------------------------|
| Biblical Studies (MABS) | 48 cr. | up to 50% | 10 yrs. (biblical languages) 15 yrs. (all other courses) | C |

Advanced Standing

Advanced Standing for the Biblical and Theological Foundations courses is granted to those students who have completed 30 hours or more of undergraduate Bible and theology courses. Students with less than 30 hours may receive partial Advanced Standing credit proportionate to undergraduate or graduate Bible and theology studies completed. Students' official transcripts will be evaluated during the admissions process.

Program Retention

Academic progress in this program is monitored after each term. The Academic Probation policy and Academic Dismissal policy found in this catalog are applied to all LBC|Capital students.

Graduation

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

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

Program Faculty

Program Director: Douglas Finkbeiner, PhD

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

Faculty:

Dan Carver, PhD
 Mark Draper, PhD
 Mark Farnham, PhD
 Gordon Gregory, ThD
 Justin Harbin, EdD
 Samuel Harbin, DMin
 Albin Huss, PhD
 Joseph Kim, PhD
 Mark Meyer, PhD
 Tim Nicholls, PhD
 Tony Shetter, PhD
 Daniel Spanjer, PhD

Christian Apologetics (MA)

Credential: Master of Arts

Location: Online, Lancaster (hybrid)

Program Director: Mark Farnham, PhD

Program Mission Statement: The Master of Arts in Christian Apologetics (MACA) program is designed to equip students with the biblical, theological, and philosophical foundation for effectively engaging any form of unbelief with the Christian faith and biblical worldview. The program provides a thorough understanding of a faithful Christian apologetic with the goal of integrating academic and practical aspects of defending the faith.

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

1. Develop an apologetic approach consistent with the Scriptures and systematic theology.
2. Construct an intellectual framework that integrates epistemology, metaphysics and ethics into a coherent and consistent Christian faith and biblical worldview.
3. Evaluate and critique the current theological, philosophical, and cultural issues facing the church and society.
4. Practice the skills critical to answering objections to the Christian faith with confidence and persuasiveness.
5. Cultivate effective rhetorical techniques and tactics for cultural engagement grounded in a Christian apologetic.

Additional Program Information: The Master of Arts in Christian Apologetics equips students to effectively commend the Christian faith and defend it from unbelief of any kind. Specialized study in apologetics is combined with focused theology classes that serve as the intellectual and spiritual starting point for a robust biblical defense of the Christian faith. Students learn the basics of metaphysics and epistemology to gain the ability to critique any worldview or religion. A practical focus enables students to effectively engage unbelievers in real life gospel conversations. Highlights of the degree:

- Accessible to students with little or no formal background in apologetics.
- Ideal for students who desire serious preparation for academic and practical engagement with unbelieving philosophy, religion, science, and culture.
- Offers a wide variety of course options and electives to equip students for a variety of ministry scenarios.

Program Philosophy: The Master of Arts in Christian Apologetics program seeks to develop an approach to apologetics that is consistent with systematic theology and that utilizes the Scriptures to give an answer to all forms of unbelief. Classes interact with the evidences and objections from a number of disciplines, including philosophy, history, theology, textual criticism, religion, and culture.

Educational Philosophy: The Master of Arts in Christian Apologetics program grounds students in an approach to apologetics that is consistent with systematic theology and then demonstrates how that approach can answer any legitimate objection to the Christian faith. Students are exposed to the challenges to the Christian faith from all sides and taught how to provide an answer to those challenges. Students are encouraged to become teachers of apologetics in their own spheres of church, school, and denomination.

The Master of Arts in Christian Apologetics program seeks to provide a well-rounded foundation of graduate-level apologetics training. Because there are so many challenges to the Christian faith, a master's degree cannot address every objection. This program seeks to equip students with the necessary tools to survey the ever-changing landscape of unbelief and build upon their knowledge throughout their lives.

Curricular Structure and Degree Requirements

| Curricular Structure | Credits |
|--|----------------|
| ORI 500 Orientation | 0 |
| Biblical and Theological Foundations Courses | 12 |
| Apologetics Core Courses | 12 |
| Apologetics Elective Courses | 9 |
| Capstone Course | 3 |
| Program Total | 36 |

Biblical & Theological Foundations Courses (12 credits)

Biblical and Theological Foundations Courses may be met through Advanced Standing. See the section below for more information.

| | | |
|---------|---|---|
| BIB 505 | Introduction to Biblical & Theological Research | 3 |
| BTC 563 | Biblical Interpretation | 3 |
| THE 501 | Christian Doctrine I: Revelation, God, Humanity, and Sin | 3 |
| THE 502 | Christian Doctrine I: Christ, Salvation, Church, and the Future | 3 |

Apologetics Core Courses (12 credits)

| | | |
|---------|-------------------------------------|---|
| APO 505 | Christian Apologetics | 3 |
| APO 510 | Philosophy for Apologetics | 3 |
| APO 512 | New Testament Issues in Apologetics | 3 |
| APO 515 | Old Testament Issues in Apologetics | 3 |

Apologetics Elective Courses (9 credits)

Students select **three** courses from the following list:

| | | |
|---------|--|---|
| APO 520 | Atheism, Skepticism, and Humanism | 3 |
| APO 525 | Science, Creation, and Evolution | 3 |
| APO 545 | Logic and Critical Thinking | 3 |
| APO 555 | Ethics and Cultural Engagement | 3 |
| THE 518 | History of Christian Doctrine | 3 |
| THE 531 | Theological Classics | 3 |
| THE 520 | Selected Topics in Systematic Theology | 3 |

Capstone Course (3 credits)

Students select **one** course from the following list:

| | | |
|---------|----------------------|---|
| APO 640 | Cultural Apologetics | 3 |
| APO 650 | Advanced Apologetics | 3 |

Admission, Retention, and Graduation Information

Admission Requirements

Admission into a master's degree program at Capital Seminary is consistent with the general admissions policy and practice of LBC|Capital. Admission criteria is located in the Admissions Information section of the catalog.

Transfer Credit

Transfer credit is awarded in accordance with the general transfer policy in the Academic Policies and Procedures section of the catalog. Transfer credits are reviewed and approved by the Program Director. This program has the following program specific transfer credit information. Transfer credit must be from an institution other than LBC|Capital.

| Seminary Program | Program Credits | # of Transfer Credits | Age of Transfer Credit | Min. Grade of Transfer Credit |
|----------------------------|-----------------|-----------------------|---|-------------------------------|
| Christian Apologetics (MA) | 36 cr. | up to 50% | 10 yrs. biblical languages 15 yrs. all other courses | C |

Advanced Standing

Students, who through evaluation demonstrate competency or coursework in biblical hermeneutics, may select an alternate Bible or theological course to replace BTC 563 Biblical Interpretation.

Program Retention

Academic progress in this program is monitored after each term. The Academic Probation policy and Academic Dismissal policy found in this catalog are applied to all LBC|Capital students.

Graduation

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

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

Program Faculty

Program Director: Mark Farnham, PhD (Westminster)

Dr. Mark Farnham has been teaching apologetics since 2007 at both the undergraduate and graduate levels. He has engaged unbelievers in gospel conversations in a multitude of settings and teaches apologetics with the end goal of actual engagement with those who don't know Christ. He has published books on apologetics (Every Believer Confident: Apologetics for the Ordinary Christian) and ethics (Talking About Ethics: A Conversational Approach to Moral Dilemmas). In addition to twenty years of teaching he has served in pastoral roles in churches in Connecticut and Pennsylvania.

Faculty:

Andrew Keenan, PhD (ABD)
 Jeff Mindler, MA
 Jared Oliphint, PhD
 Rodney Pearce, MDiv
 Nathan Shannon, PhD
 Jesse Skaggs, MEd

Christian Care (MACC)

Credential: Master of Arts

Location: Online

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

Program Learning Outcomes/Core Competencies: As a result of this program, the students will be equipped for ministry by developing:

1. A foundational knowledge of the narrative, content, and interpretation of the Bible for the purpose of possessing a biblical worldview.
2. The skill set needed for effectively communicating the Bible.
3. The means necessary for facilitating personal spiritual formation and the discipleship of others.
4. The character and competencies required to be an authentic servant leader.
5. An understanding of the Christian Church's biblical and historic role in providing care for those with life issues.
6. The knowledge and skills to apply a biblical worldview in relation to understanding, assessing, and caring for others.
7. A practical understanding of the relationship between theology and the behavioral sciences in Christian Church ministry along with the ability to apply that understanding in caring for those in the Church with exceptional needs, including when necessary the involvement of outside entities.
8. The knowledge and skills to authentically practice individual, marriage, family, and group Christian care.
9. The skills to envision, design, equip, deploy, and manage Church and para-Church based care ministries.

Additional Program Information: Christian ministry often involves interacting with people who have a variety of issues and concerns. They need care and they come to you for help. Often, the sincere and compassionate minister is not sufficiently trained to deal with the many personal, relational, and spiritual problems that occur in the lives of the adults, youth, and children they serve. This program will prepare students to provide effective care to those who need it based on the ministry of Jesus, Scripture, and reliable caregiving practices. Students will also be equipped to make necessary referrals and train others in Christian caregiving. A Clinical Pastoral Education (CPE) option is available for those interested in pursuing Chaplaincy training and credentialing. Other certification options are also available.

Program Purpose: The Master of Arts Christian Care program exists to develop the mind, heart, and hands (skills) of ministry practitioners to meet congregational and individual care needs in the Christian Church and Para-Church communities. The program covers a broad spectrum of current and practical issues. This is done while encouraging students to think critically and apply biblical/theological analysis for the developing and delivery of corporate structures and individual methods of Christian caregiving.

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

Program Mission Expanded:

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

Developing the heart: We believe that the condition of one's heart will affect their ability to care for people and minister successfully to their needs. Therefore, we desire that each student be able to love others as Christ loves us. To accomplish heart development, the Christian Care program will cause students to explore their own life first before they attempt to assist others in their journey toward health and wholeness (Matt. 7:1-5). The program will provide opportunities for students to spend time in reflection, contemplation, and prayer with the hope that God will renew their hearts.

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

Educational Philosophy: The theology and philosophy of education for the MACC Program begins with the idea that everyone is created by God to become a unique part of His plan for the salvation of the world (Eph. 2:8-10). Therefore, every person possesses a distinct personality, individual talents, and certain spiritual gifts (1 Cor. 12:4-11). They have further been shaped by the life circumstances which God has led them through in reaching the point where this program presently intersects with their lives. Professors, called and gifted by God to teach, must meet these unique persons where they are to help them obtain the knowledge and growth that God desires for them during the collaborative program experience (Mat. 28:19-20). Professors serve as facilitators alongside the Holy Spirit and God's Word to help students continue their life-long redemptive process of becoming like Christ (2 Tim. 3:16-4:2).

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

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

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

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

Curricular Structure and Degree Requirements

| Curricular Structure | Credits |
|--|----------------|
| ORI 500 Orientation | 0 |
| Biblical and Theological Foundations Courses | 12 |
| Ministry Praxis Courses | 9 |
| Christian Care Courses | 21 |
| Practicum Courses | 6 |
| Program Total | 48 |

Biblical and Theological Foundations Courses (12 credits)

Biblical and Theological Foundations Courses may be met through Advanced Standing. See the section below for more information.

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

Ministry Praxis Courses (9 credits)

| | | |
|---------|------------------------------|---|
| MIN 504 | Communicating Biblical Truth | 3 |
| MIN 511 | The Church in God's Mission | 3 |
| MIN 512 | Personal Spiritual Formation | 3 |

Christian Care Courses (21 credits)

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

Practicum Courses (6 credits)

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

Admission, Retention, and Graduation

Admission Requirements

Admission into a master's degree program at Capital Seminary is consistent with the general admissions policy and practice of LBC|Capital. Admission criteria is located in the Admissions Information section of the catalog.

Advanced Standing

Advanced Standing for the Biblical and Theological Foundations courses is granted to those students who have completed 30 hours or more of undergraduate Bible and theology courses. Students with less than 30 hours may receive partial Advanced Standing credit proportionate to undergraduate or graduate Bible and theology studies completed. Students' official transcripts will be evaluated during the admissions process.

Program Retention

Academic progress in this program is monitored after each term. The Academic Probation policy and Academic Dismissal policy found in this catalog are applied to all LBC|Capital students.

Transfer Credit

Transfer credit is awarded in accordance with the general transfer policy in the Academic Policies and Procedures section of the catalog. Transfer credits are reviewed and approved by the Program Director. This program has the following program specific transfer credit information. Transfer credit must be from an institution other than LBC|Capital.

| Seminary Program | Program Credits | # of Transfer Credits | Age of Transfer Credits | Min. Grade of Transfer Credit |
|-----------------------|-----------------|-----------------------|---|-------------------------------|
| Christian Care (MACC) | 36 cr. | up to 50% | 10 yrs. biblical languages 15 yrs. all other courses | C |

Graduation Requirement

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

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

Program Faculty

Faculty:

Philp G. Béna, MA
 Pamala Cubas, MA
 Daniel Hyun, DMin
 Clifford H. Mack Jr., PhD
 Charles Ross, PhD
 Ron Stimeare, MS
 David W. Swan, Jr., MS

Contextualized Pastoral Ministry (MACPM)

Credential: Master of Arts

Location: Kampala, Uganda (online and residencies)

Program Director: Rob Blanks, MDiv

Program Mission Statement: This program seeks to prepare African church pastors and leaders to utilize their unique gifts both personally and professionally for holistic ministry in a variety of African contexts through academic rigor (head), spiritual formation (heart), and professional ministry experience (hands).

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

1. Formulate a biblical understanding and worldview through the study of Scripture interpretation, the biblical narrative, theology, and church history.
2. Form the moral, ethical, and spiritual foundations necessary for personal spiritual growth and sustainable ministry.
3. Design and deliver clear and effective biblical preaching and teaching grounded in sound hermeneutics ensuring a biblically accurate message.
4. Demonstrate professional skills necessary for appropriately managing their own life and leading others, not through abusing authority, but through biblical servant leadership.
5. Build effective personal and professional relationships based on mutual support and accountability for the purpose of intentional ministry development.
6. Understand and respond to major issues facing the African church through careful study, cultural assessment, biblical evaluation, and contextual application.

Additional Program Information: Lancaster Bible College | Capital Seminary and Graduate School, in partnership with the Pastors Discipleship Network in Uganda, offers an online MA for African pastors and church leaders. This 40-credit degree program includes training in Bible and theology, ministry application, and African contextualization. This program prepares African church pastors and leaders to serve their church and society, by developing a biblical understanding and worldview, ministry and leadership skills, and applying this to the African context. Online classes that run for 7 weeks – following the pattern of 3 weeks of study, 1 week of break, and then 3 weeks of study – offer flexibility of time and location for students to complete their studies on their time and at their location.

The program follows a cohort model with a new cohort of 22 qualified African men and women beginning each May and taking the same classes together throughout the 2-year program. Teaching and learning in this program follows a western educational model focused on critical thinking aspects of understanding like analyzing, evaluating, applying, and creating. Education is not focused on rote memory. The “train the trainer” ministry model, emphasized at the program’s various levels, calls students to actively share their training with other Christian leaders in their sphere of influence. Students gather twice a year at the Pastor’s Discipleship Network in Uganda for events such as orientation for new students, 3-day residencies, team building exercises, marriage conferences and commencement.

Curricular Structure and Degree Requirements

| Curricular Structure | Credits |
|--|----------------|
| Biblical and Theological Foundations Courses | 15 |
| Ministry Application Courses | 15 |
| African Context Courses | 10 |
| Program Total | 40 |

Biblical and Theological Foundations Courses (15 credits)

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

Ministry Application Courses (15 credits)

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

African Context Courses (10 credits)

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

Admission, Retention, and Graduation**Admission Requirements**

Individuals seeking admission to the Contextualized Pastoral Ministry (MA) program must complete the current application process through both Lancaster Bible College|Seminary and Graduate School and the Pastors Discipleship Network. The following items are required for submission, along with the application: autobiographical essay, two references, and official transcript.

Students must agree to LBC|Capital's Statement of Faith and Community Life Standards.

In addition, students will be required to pass a basic computer proficiency test, reading and writing assessment, and panel interview. All assessments will be provided at the Pastors Discipleship Network.

Transfer Credit and Advanced Standing

No transfer credit is accepted for this program.

No Advanced Standing is awarded for this program.

Program Retention

Academic progress is monitored after each term. Students will be academically dismissed after being on probation for two consecutive class periods as a registered student. Students will be notified by letter from the Chair of the Church and Ministry Leadership Department and the Registrar of Lancaster Bible College | Capital Seminary & Graduate School.

When students are academically dismissed, they have the right to appeal for reinstatement if they believe there were extenuating circumstances involved with their poor performance. The appeal must be written and submitted to the Chair of the Church and Ministry Leadership Department within 30 days of receiving the letter of dismissal. The appeal will be considered by the Student Appeals Committee. The decisions by the Committee are final.

Graduation Requirements

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

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

Program Faculty

Program Director: Rob Blanks, MDiv

Rev. Robert Blanks received a Bachelor of Science degree in Engineering from the Colorado School of Mines in Golden, CO and a Master of Divinity degree from the Southern Baptist Theological Seminary in Louisville, KY. Rob has served as a pastor in Colorado and a missionary in Mozambique. His passion is discipleship through theological education. Rob and his wife, Heather, live in Gunnison, CO with their 4 children, Marian, Hayden, Judah, and Josiah.

Faculty:

Rob Blanks, MDiv
Eric Brandt, MA
Tim Brubaker, PhD
Dr. Mark Cote, PhD
Gordon Gregory, PhD
Rev. Russ Ooms, ThM
Timothy Nicholls, PhD
Charles Ross, PhD
Terry Timm, DMin
Richmond Wandera, PhD
Esther Zimmerman, PhD

Formational Leadership (MAFL)

Credential: Master of Arts: Formational Leadership

Location: Online

Program Lead Mentors: Dr. Wayne Cordeiro and Dr. Guy Higashi

Program Director: Esther Zimmerman, PhD

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

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

1. Formulate a philosophy of ministry respective to their ministry community and culture, which is biblically founded, practical, missional, and culturally sensitive. Biblical Philosophy of Ministry
2. Generate a global understanding and praxis of relationships through strategic community formation residencies. Global and Contextual Application
3. Cultivate a moral, ethical, and spiritual foundation necessary for personal spiritual growth and sustainable ministry. Spiritual Health and Ministry Integrity
4. Build effective personal and professional relationships based on mutual support and accountability for the purpose of intentional ministry team development. Team Mentoring and Professional Experience
5. Formulate theological skill sets leading to an integration of the person, ministry, and life of the leader for the purpose of communication. Biblical Communication Skills
6. Develop leadership competencies for the purpose of influence in a digital culture Ministry Leadership Skills

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

Our educational philosophy guides our approach to teaching and learning, course design, and faculty selection.

We believe that ministry leaders need to both think and do well. Therefore, we commit to providing students with a solid biblical and theological foundation and the tools to continue exploring and applying Scripture as lifelong learners. We believe the Bible offers philosophical and practical foundations for ministry in any context. Therefore, classroom content and Scriptural principles are integrated and applied to professional practice in every course. At the same time, we commit to preparing students with the knowledge and skills for ministry as leaders, caregivers, teachers, and disciple-makers.

We believe that the character of the leader is crucial for impacting ministry. Therefore, courses seek not only to educate the mind in ministry competencies but also to nurture the development of biblical character qualities in our students. We recognize that ministry leaders lead out of who they are and are becoming. Therefore, we commit to integrating spiritual formation to develop spiritual, emotional, and physical health in ministry leaders' personal and professional lives.

We believe adults learn more effectively in nurturing communities. Therefore, the graduate student is viewed as a self-directed learner. Adult learning methods are emphasized, making the classroom environment an educational workshop that emphasizes interactive methods that utilize the professor's and student's unique gifts and life experiences.

We believe in life-long education. Therefore, courses emphasize critical thinking skills related to life and ministry and provide practical research skills for maintaining continuing education in Christian ministry beyond a formal degree program. We recognize that our ministry contexts are diverse and rapidly changing. Therefore, we commit to developing students who know their context and who can exegete culture and Scripture.

Curricular Requirements and Degree Structure

The Master of Arts in Formational Leadership is a 10-course, cohort-based program that incorporates fully online courses with unique in-person residency experiences. Students form a close-knit learning community through shared in-person experiences that establish the relational foundation for in-depth online education. This approach enables ministry leaders to continue serving in their various contexts while remaining deeply connected to their learning community. The curriculum accomplishes MAFL's program outcomes by focusing on three core competencies:

Core Competency # 1 – Greater Focus on the Self-Care and the Spiritual Journey (15 credits)

Healthy, sustainable ministry leadership must be grounded in a solid personal connection with God. Graduate curricula can sometimes erroneously assume that pastors and leaders have a regular devotional life beyond message preparation and speaking engagements. However, research shows that nearly 90% of pastors rely on sermon prep as their time in the Word of God. (Willow Creek Reveal Study).

Within the MAFL curriculum, an emphasis on soul-care, spiritual disciplines, "leadership" community formation, and the care of the whole self seeks to address the ongoing spiritual growth of the ministry leader. This emphasis is reflected in courses that address spiritual assessment, communication, counseling, discipleship, emotional intelligence, and personal soul care.

| | | |
|---------|---------------------------------------|---|
| MFL 501 | Self-Care for the 21st Century Leader | 3 |
| MFL 502 | Integrative Theology | 3 |
| MFL 504 | Restoration & Reconciliation | 3 |
| MFL 506 | Global Community Formation | 3 |
| MFL 510 | Seasons of the Soul in Leadership | 3 |

Core Competency # 2 – Ministering in a Global Digital Age (15 credits)

All ministry occurs in a local context and to "the world." Jesus's commission to the church was global in scope (Mt. 28:18-20), yet we fulfill that mission in a particular time and place. As the digital age continues to unfold and access to the internet expands, the world increasingly exists as a global village. Research on the "Great Migration" indicates that 75% of those polled no longer live in their country of origin. Indeed, even the most remote people groups have access to cellphones or the internet, enabling them to connect with others instantaneously.

We recognize that ministry is deeply dependent on a proper understanding of the Bible, theology, leadership, and organizational development. Ministry leaders must be adaptable, resilient, and integrated with their approach in a global digital age. To better prepare students for ministry to "the whole world," this curriculum utilizes an interdisciplinary approach (Bible/Theology, leadership, team-building, and organizational leadership).

| | | |
|---------|--|---|
| MFL 503 | Emotional Intelligence & Digital Age Communication | 3 |
|---------|--|---|

| | | |
|---------|--------------------------|---|
| MFL 505 | Leadership as Influence | 3 |
| MFL 507 | Theology of Organization | 3 |
| MFL 508 | Shaping Resilient Teams | 3 |
| MFL 509 | Communication as Story | 3 |

Core Competency #3 - Global Experiences (0 credits)

While online education provides the flexibility most adult learners need, many offer few opportunities for in-person, face-to-face connection. The MAFL degree seeks to provide students with a unique online learning community by providing multiple opportunities within the program for students to gather in person for experiential learning and relational connection. These residency experiences provide relational space for learning reinforcement, ministry observation, and group processing.

| | | |
|---------|--------------------------|---|
| CFR 501 | Eugene Residency | 0 |
| CFR 502 | International Experience | 0 |
| CFR 503 | Eugene Experience | 0 |

Admission, Retention, and Graduation

Admission Requirements

Admission into a master's degree program at Capital Seminary is consistent with the general admissions policy and practice of LBC|Capital. Admission criteria is located in the Admissions Information section of the catalog. In addition to the standard admission requirements, admission to the MAFL program also requires an interview with the MAFL program director or lead mentor. This admission interview permits the applicant and the director to assess student fit for the upcoming cohort.

Application Process

The MAFL program operates as a closed-cohort model to preserve and promote the relational trust fostered within cohorts over the two years of the program. Therefore, students are only admitted to the program when a new cohort is launched.

Transfer Credit and Advanced Standing

Due to the nature of this program, transfer credit is not accepted. Advanced Standing is not awarded.

Program Retention

Academic progress in this program is monitored after each term. The Academic Probation policy and Academic Dismissal policy found in this catalog are applied to all LBC|Capital students.

Graduation Requirement

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

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

Program Faculty

Program Lead Mentors:

Dr. Wayne Cordeiro

Wayne is the founding pastor of New Hope Christian Fellowship in Honolulu, Hawaii with over 11,500 in weekend attendance. New Hope is also listed as one of the top ten most innovative churches in America by Outreach Magazine, listing them as one of the “top five churches to learn from.” New Hope has seen over 110,000 first time decisions in Hawaii since its inception 33 years ago. He is a church planter at heart with over 150 churches planted in the United States and around the world. Wayne has over 40 years of ministry leadership experience, authored twelve books, and is general editor for the Life Connect Bible.

Doctor of Ministry, Capital Seminary, Lancaster, PA

Dr. Guy Higashi

Guy is Formational Leadership Lead Mentor with LBC | Capital’s seminary and also the Creative Arts, Online and Graduate Programs director with New Hope Christian College. Guy was formerly the President of New Hope Christian College and provides leadership both in Eugene and its Hawai’i campus. Prior to his assignment to Oregon, Guy was the President of Pacific Rim Christian College- Hawai’i. His work and ministry experience includes Director of Continuing Education at Fuller Theological Seminary in Pasadena, California, Administrative Director for Tommy Walker, Integrity and Maranatha songwriter, Senior Pastor of New Hope Pearl Community and on the management team with Wayne Cordeiro of New Hope Christian Fellowship. Guy’s corporate experience includes IBM and Blue Cross/Blue Shield. Guy has a Masters degree in Worship, Theology and Arts and a Doctorate degree in Missiology with an emphasis in Ethnomusicology from Fuller Theological Seminary. He has organized worship conferences and mission projects around the world. His passion is to equip pastors and leaders with resources for Kingdom purposes, especially in the areas of missiology worship and the arts. He loves playing the ukulele and guitar, outdoor activities like fly fishing, helping at the ranch with Pastor Wayne, IDPA pistol competitions, and gardening. He and his wife enjoy going to the movies, concerts, and having a nice steak or sushi dinner date. Guy and Lori have been married for 33 years and have four children and six grandchildren.

Doctor of Missiology, Fuller Theological Seminary, Pasadena California

Master of Arts - Worship, Theology, and the Arts, Fuller Theological Seminary, Pasadena, CA

Travel Industry Management, University of Hawaii, Manoa, Hawaii

Justice Administration, West Oahu College, Oahu, Hawaii

Program Director: Esther L. Zimmerman, PhD

Esther is Scottish though she now makes Pennsylvania her home. She attended Cairn University (B.S., Bible and B.S., Secondary Education), Pennsylvania State University (M.Ed., Training Design and Development) and earned a Ph.D. from Lancaster Bible College | Capital Bible Seminary & Graduate School. She has been teaching full-time at Lancaster Bible College | Capital Bible Seminary & Graduate School since January 2016. Prior to that, she served for 12 years as International Children’s Ministry Director for a global mission organization while also supporting her husband in local church ministry. Esther has been blessed with a global ministry perspective as she led a training project that extended to 60 countries. Her passion is multiplication of discipleship ministry to children in their families and communities and she continues to serve as an active member of the Global Children’s Forum. She and her husband, David, have three children: Rebekah, Daniel, and Abigail.

Faculty:

Wayne Cordeiro, DMin

Donald Grafton, DMin

Guy Higashi, DMiss

Talo Sataraka, DMin

Ministry (MAM)

Credential: Master of Arts

Locations: Online, Lancaster (hybrid), Washington, D.C (hybrid)

Program Director: LaSondra Barnes, DMin

Program Mission Statement: The mission of the Master of Arts in Ministry (MAM) program is to prepare students for effective professional ministry in diverse ministry contexts by thoughtfully engaging internal formation, reflective practice, and cultural awareness.

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

1. Establish foundational knowledge of the narrative, content, and interpretation of the Bible for the development of a biblical worldview.
2. Generate a biblical philosophy of ministry and leadership practice applicable in the context of contemporary culture.
3. Formulate the character and competencies necessary for authentic servant leadership in the manner of Jesus Christ.
4. Plan redemptive spiritual communities built on Christ-like character, authentic servant-leadership, and a robust theology and philosophy of ministry.
5. Develop ministry skill sets for effective leadership and service in a selected ministry context.

Additional Program Information: The Master of Arts in Ministry (MAM) program provides formative transformation and foundational preparation for professional ministry in various contexts. Contemporary biblical and theological scholarship offers the philosophical basis for integrating scriptural principles into professional practice. The convenience of courses provided either online or in hybrid modalities allow students the flexibility to complete the program at their own pace. Using essential skills, students are equipped to navigate the diverse issues and needs of the world.

Students receive foundational preparation for a broad range of careers. The career marketplace for graduates from the MAM includes pastors, church planters, Church and church-related staff members, Christian education specialists, youth and young adult ministry, and children’s ministry professionals.

Our educational philosophy guides our approach to teaching and learning, course design, and faculty selection.

We believe that ministry leaders need to both think and do well. Therefore, we commit to providing students with a solid biblical and theological foundation and the tools to continue exploring and applying Scripture as lifelong learners. We believe the Bible offers philosophical and practical foundations for ministry in any context. Therefore, classroom content and Scriptural principles are integrated and applied to professional practice in every course. At the same time, we commit to preparing students with the knowledge and skills for ministry as leaders, caregivers, teachers, and disciple-makers.

We believe that the character of the leader is crucial for impacting ministry. Therefore, courses seek not only to educate the mind in ministry competencies but also to nurture the development of biblical character qualities in our students. We recognize that ministry leaders lead out of who they are and are becoming. Therefore, we commit to integrating spiritual formation to develop spiritual, emotional, and physical health in ministry leaders' personal and professional lives.

We believe adults learn more effectively in nurturing communities. Therefore, the graduate student is viewed as a self-directed learner. Adult learning methods are emphasized, making the classroom environment an educational workshop that emphasizes interactive methods that utilize the professor's and student's unique gifts and life experiences.

We believe in life-long education. Therefore, courses emphasize critical thinking skills related to life and ministry and provide practical research skills for maintaining continuing education in Christian ministry beyond a formal degree program. We recognize that our ministry contexts are diverse and rapidly changing. Therefore, we commit to developing students who know their context and who can exegete culture and Scripture.

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

Curricular Structure and Degree Requirements

| Curricular Structure | Credits |
|--|---------|
| ORI 500 Orientation | 0 |
| Biblical and Theological Foundations Courses | 12 |
| Ministry Leadership Courses | 6 |
| Ministry Skills Courses | 6 |

| | |
|-----------------------|-----------|
| Concentration Courses | 12 |
| Elective Courses | 6 |
| Program Total | 42 |

Biblical and Theological Foundation Courses (12 credits)

Biblical and Theological Foundations courses may be met through Advanced Standing. See the section below for more details.

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

Ministry Leadership Foundation Courses (6 credits)

| | | |
|---------|------------------------------|---|
| MIN 511 | The Church in God's Mission | 3 |
| MIN 512 | Personal Spiritual Formation | 3 |

Ministry Skills Development Courses (6 credits)

| | | |
|---------|--|---|
| MIN 504 | Communicating Biblical Truth OR | 3 |
| BIB 535 | Introduction to Biblical Preaching | 3 |
| MIN 522 | Power, Change, and Conflict OR | 3 |
| MIN 523 | Leading Evangelism and Discipleship OR | 3 |
| MIN 524 | Principles and Practices of Christian Care | 3 |

Concentration Courses (12 credits)

Students are encouraged to choose their concentration early in the program.

Children & Family Ministry Concentration

This concentration allows students to delve deeper into the much-needed area of Children & Family Ministry as they serve families and work to bring current and future generations close to Christ.

| | | |
|---------|---|---|
| CFM 511 | Foundations of Children and Family Ministry | 3 |
| CFM 512 | Contexts of Children and Family Ministry | 3 |
| CFM 513 | Faith Formation in Children and Families | 3 |
| CFM 514 | Leadership of Children and Family Ministry | 3 |

Formational Leadership Concentration

Sustainability in ministry has less to do with skills and charisma than it does with the character and faithfulness of the leader. The formational leadership concentration prepares students to cultivate the virtue, character, and skills necessary to faithfully serve over a lifetime of ministry. By nurturing a heart of integrity and hands skilled at the work, students are equipped to lead with conviction and character.

| | | |
|---------|--|---|
| MFL 501 | Self-Care for the 21st Century Leader | 3 |
| MFL 508 | Shaping Resilient Teams | 3 |
| MFL 503 | Emotional Intelligence & Digital Age Communication | 3 |
| MFL 509 | Communication as Story | 3 |

Leadership Studies Concentration

The leadership studies concentration equips students with the essential skills needed to effectively lead in various ministry contexts. Students will develop a personalized leadership approach that illuminates their unique God-given abilities while evaluating major leadership theories. Committed to leading with integrity, students will explore the critical aspects of organizational leadership for a godly leader. Applied faith practices, soul care, and character formation encourage students to lead with confidence and conviction within their ministry contexts.

| | | |
|---------|---|---|
| LSP 511 | Leadership Foundations & Practices | 3 |
| LSP 512 | Essentials of Organizational Management | 3 |
| LSP 513 | Formational Leadership Practices | 3 |
| MIN 550 | Ministry Finance and Management | 3 |

Pastoral Studies Concentration

Pastoral Studies concentration is grounded in the authority of Scripture and places a strong emphasis developing church leaders to become faithful pastors that lead fruitful churches. From a biblical foundation, students learn about the nature of ministry, discipleship and leadership within the context of the local church.

| | | |
|---------|--|---|
| PAS 501 | Pastoral Ministry | 3 |
| PAS 503 | Theology, History, & Practice of Worship | 3 |
| PAS 540 | Advanced Preaching | 3 |
| MIN 550 | Ministry Finance and Management | 3 |

General Ministry Studies Concentration

Students may elect to take courses from several concentration areas within the degree program for the General Ministry Studies concentration. For students in ministry programs, they may take seminary courses beginning with the prefix MIN, CFM, LSP, MIN, MFL, and PAS. Any transfer courses brought in as concentration courses must align with the program outcomes of the student's degree program.

| | |
|------------------------------|---|
| CFM/LSP/MIN/MFL/PAS Elective | 3 |
| CFM/LSP/MIN/MFL/PAS Elective | 3 |
| CFM/LSP/MIN/MFL/PAS Elective | 3 |
| CFM/LSP/MIN/MFL/PAS Elective | 3 |

Elective Courses (6 credits)

Students may take 6 credits of elective courses from the following seminary course prefixes: APO, BIB, CFM, LSP, MIN, MFL, PAS and THE.

| | |
|----------|---|
| Elective | 3 |
| Elective | 3 |

Admission, Retention, and Graduation

Admission Requirements

Admission into a master's degree program at Capital Seminary is consistent with the general admissions policy and practice of LBC|Capital. Admission criteria is located in the Admissions Information section of the catalog.

Transfer Credit

Transfer credit is awarded in accordance with the general transfer policy in the Academic Policies and Procedures section of the catalog. Transfer credits are reviewed and approved by the Program Director. This program has the following program specific transfer credit information. Transfer credit must be from an institution other than LBC|Capital.

| Seminary Program | Program Credits | # of Transfer Credits | Age of Transfer Credits | Min. Grade of Transfer Credit |
|------------------|-----------------|-----------------------|--|-------------------------------|
| Ministry (MAM) | 42 cr. | up to 50% | 10 yrs. (biblical languages) 15 yrs. (all other courses) | C |

Advanced Standing

Advanced Standing for Biblical and Theological Foundations course is granted to those students who have completed 15 hours or more of undergraduate Bible and theology courses. The prior coursework satisfies 6 credits of the total 12 credits of BTC required courses. Students with advanced standing are required to take THE 501 and THE 502.

| | | |
|---------|---|---|
| THE 501 | Christian Doctrine I: Revelation, God, Humanity, and Sin | 3 |
| THE 502 | Christian Doctrine I: Christ, Salvation, Church, and the Future | 3 |
| | Advanced Standing Credit | 3 |
| | Advanced Standing Credit | 3 |

Program Retention

Academic progress in this program is monitored after each term. The Academic Probation policy and Academic Dismissal policy found in this catalog are applied to all LBC|Capital students.

Graduation Requirements

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

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

Faculty

Program Director: LaSondra Barnes, DMin

LaSondra Barnes serves as the Director of the Master of Arts in Ministry Program and Associate Professor who works with faculty, staff, and students to foster an environment of meaningful, transformational servant leadership through teaching and administration. Before LBC|Capital, she held positions in student life at a Christian university, as an adjunct professor, and in various pastoral roles. She holds a Doctorate in Ministry from George Fox University, a Master of Divinity from Western Seminary, and a BS from Michigan State University. LaSondra's primary research areas of interest are spiritual formation, leadership development, women's ministry, and healing parental wounds.

Faculty:

| | | |
|-------------------------|----------------------------|-------------------------|
| James Ayers, PhD | Steve Grusendorf, PhD | Timothy Sidebothom, PhD |
| LaSondra Barnes, DMin | Penny Gushiken, MA | Rebekah Strangarity, MA |
| Casey Barton, PhD | Samuel Harbin, DMin | Marc Talbert, PhD |
| Philip Bena, MA | Ryan Hartwig, PhD | Currie Tilley, Jr., EdD |
| Sherry Bell, MA | Deborah Hinkel, MA | Alex Tufano, MA |
| Ronald Belsterling, PhD | Debra Johnson-Cortesi, PhD | John Wilkinson, PhD |
| Kirk Belmont, DMin | Joseph Kim, PhD | Nathaniel Yates, PhD |
| Aaron Brown, MDiv | Miles (Skip) Lewis, EdD | Esther Zimmerman, PhD |
| Terriel Byrd, PhD | Mark McGeever, DMin | |
| Mark Cote, DMin | Timothy Nicholls, PhD | |
| Rick Chung, DMin | Randal Pelton, PhD | |
| Douglas Curry, DMin | Brian Pinzer, PhD | |
| Mark Eckel, PhD | Joshua Rhodes, MA | |
| Mark Farnham, PhD | Alex Sackey-Ansah, PhD | |
| Douglas Finkbeiner, PhD | Ed Scheuerman, DMin | |
| Adam Flynt, DMin | Ryan Shenk, MA | |

Divinity (MDiv)

Credential: Master of Divinity

Location: Lancaster (hybrid), Washington DC (hybrid), Online

Program Director: Matt W. Lee, PhD

Program Mission Statement: The mission of the Master of Divinity (MDiv) program is to prepare students for a lifetime of effective service to the Church and society in a vocational ministry role. A learning journey that integrates biblical, theological, and ministry studies help students develop the wisdom and character needed for the present and future service entrusted to them. Students will be equipped with the foundational knowledge and skills necessary to faithfully lead and serve in diverse ministry contexts. Students will be prepared to address the challenging questions and problems of the day while faithfully upholding the truth of God's word.

The MDiv degree is the most commonly pursued academic credential for ordination and acceptance into ministry-related doctoral degree programs like the Doctor of Ministry.

Additionally, to better serve the life-engaged adult learner, courses within the program are delivered in two modalities. The fully online modality offers maximum flexibility by enabling students to complete coursework without rearranging their schedules to attend in-person residencies. The hybrid modality provides students with the unique opportunity to complete most of their coursework online while still experiencing face-to-face on-site learning with their peers. Students can choose between either modality for most courses in the program.

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

1. Apply methods of interpretation, research, and biblical languages study to the discovery of biblical truths.
2. Articulate and defend sound theology according to historic Christian orthodoxy.
3. Construct theological and ethical solutions to challenging questions and problems facing the Church and society.
4. Formulate the character and competencies necessary for ethical and authentic servant leadership in the manner of Jesus Christ.
5. Plan redemptive spiritual communities built on Christ-like character, authentic servant-leadership, and a robust theology and philosophy of ministry.
6. Develop ministry skills in areas of evangelism, discipleship, care, administration, and communicating biblical truth.

Additional Program Information:

The Master of Divinity (MDiv) at Capital Seminary & Graduate School is a uniquely balanced program designed to produce the competencies necessary to lead from a biblical worldview. The program prepares students for a leadership role in multiple ministry contexts by focusing on developing the head, heart, and hands of the student.

Our educational philosophy guides our approach to teaching and learning, course design, and faculty selection.

We believe that ministry leaders need to both think and do well. Therefore, we commit to providing students with a solid biblical and theological foundation and the tools to continue exploring and applying Scripture as lifelong learners. We believe the Bible offers philosophical and practical foundations for ministry in any context. Therefore, classroom content and Scriptural principles are integrated and applied to professional practice in every course. At the same time, we commit to preparing students with the knowledge and skills for ministry as leaders, caregivers, teachers, and disciple-makers.

We believe that the character of the leader is crucial for impacting ministry. Therefore, courses seek not only to educate the mind in ministry competencies but also to nurture the development of biblical character qualities in our students. We recognize that ministry leaders lead out of who they are and are becoming. Therefore, we commit to integrating spiritual formation to develop spiritual, emotional, and physical health in ministry leaders' personal and professional lives.

We believe adults learn more effectively in nurturing communities. Therefore, the graduate student is viewed as a self-directed learner. Adult learning methods are emphasized, making the classroom environment an educational workshop that emphasizes interactive methods that utilize the professor's and student's unique gifts and life experiences.

We believe in life-long education. Therefore, courses emphasize critical thinking skills related to life and ministry and provide practical research skills for maintaining continuing education in Christian ministry beyond a formal degree program. We recognize that our ministry contexts are diverse and rapidly changing. Therefore, we commit to developing students who know their context and who can exegete culture and Scripture.

Curricular Options: The Master of Divinity offers three tracks. **Track #1** Master of Divinity with a concentration consisting of 12 credits in a concentration that will provide students with further knowledge and ministry skills. **Track #2** Master of Divinity: Christian Care Specialization and **Track #3** Master of Divinity: Formational Leadership Specialization. A specialization is a focused area of training that exceeds the scope of a concentration. Students completing a specialization will be awarded a diploma that includes the specialization in the program title.

Students are encouraged to choose a concentration or specialization at the beginning of their program.

MDiv Christian Care Specialization - Curricular Structure and Degree Requirements

| MDiv Christian Care Curricular Structure | Credits |
|---|----------------|
| ORI 500 Orientation | 0 |
| Biblical and Theological Foundations Courses | 18 |

| | |
|---|-----------|
| Ministry Leadership Foundations Courses | 9 |
| Biblical Skills Development Courses | 15 |
| Ministry Skills Development Courses | 6 |
| Christian Care Courses | 27 |
| Program Total | 75 |

Biblical and Theological Foundation Courses (18 credits)

Biblical and Theological Foundations courses may be met through Advanced Standing. See the section below for more details.

| | | |
|---------|---|---|
| BTC 523 | Biblical Narrative - Old Testament | 3 |
| BTC 533 | Biblical Narrative - New Testament | 3 |
| BTC 563 | Biblical Interpretation | 3 |
| THE 501 | Christian Doctrine I: Revelation, God, Humanity, and Sin | 3 |
| THE 502 | Christian Doctrine I: Christ, Salvation, Church, and the Future | 3 |
| APO 555 | Ethics and Cultural Engagement | 3 |

Ministry Leadership Foundation Courses (9 credits)

| | | |
|---------|---|---|
| MIN 511 | The Church in God's Mission | 3 |
| MIN 513 | Historical Perspectives on Church & Culture | 3 |
| MIN 514 | Contemporary Issues in Church & Culture | 3 |

Biblical Skills Development Courses (15 credits)

| | | |
|---------|---|---|
| BIB 512 | Greek I | 3 |
| BIB 513 | Greek II | 3 |
| BIB 517 | Hebrew I | 3 |
| BIB 518 | Hebrew II | 3 |
| BIB 536 | Biblical Exegesis and Exposition - Hebrew OR | 3 |
| BIB 537 | Biblical Exegesis and Exposition: Greek | 3 |

Ministry Skills Development Courses (6 credits)

| | | |
|---------|-------------------------------------|---|
| MIN 504 | Communicating Biblical Truth OR | 3 |
| BIB 535 | Introduction to Biblical Preaching | 3 |
| MIN 523 | Leading Evangelism and Discipleship | 3 |

Christian Care Courses (27 credits)

| | | |
|---------|--|---|
| CHC 505 | Foundations for Christian Care | 3 |
| CHC 510 | Christian Care of Individuals | 3 |
| CHC 511 | Christian Care of Individuals Lab | 3 |
| CHC 515 | Christian Care of Families | 3 |
| CHC 516 | Christian Care of Families Lab | 3 |
| CHC 520 | Christian Care and Group Process | 3 |
| CHC 525 | Training Christian Care Givers | 3 |
| CHC 590 | Christian Care of Individuals and Families Practicum | 3 |
| CHC 595 | Training Christian Care Givers Practicum | 3 |

MDiv Formational Leadership Specialization - Curricular Structure and Degree

Requirements

| MDiv Formational Leadership Curricular Structure | Credits |
|---|----------------|
| ORI 500 Orientation | 0 |
| Biblical and Theological Foundations Courses | 18 |
| Ministry Leadership Foundations Courses | 12 |
| Biblical Skills Development Courses | 15 |
| Formational Leadership Courses | 24 |
| Open Elective Courses | 6 |
| Program Total | 75 |

Biblical and Theological Foundation Courses (18 credits)

Biblical and Theological Foundations courses may be met through Advanced Standing. See the section below for more details.

| | | |
|---------|---|---|
| BTC 523 | Biblical Narrative - Old Testament | 3 |
| BTC 533 | Biblical Narrative - New Testament | 3 |
| BTC 563 | Biblical Interpretation | 3 |
| THE 501 | Christian Doctrine I: Revelation, God, Humanity, and Sin | 3 |
| | OR | |
| MFL 502 | Integrative Theology | 3 |
| THE 502 | Christian Doctrine I: Christ, Salvation, Church, and the Future | 3 |
| APO 555 | Ethics and Cultural Engagement | 3 |

Ministry Leadership Foundation Courses (12 credits)

| | | |
|---------|---|---|
| MIN 511 | The Church in God's Mission | 3 |
| MFL 501 | Self-Care for the 21st Century Leader | 3 |
| MIN 513 | Historical Perspectives on Church & Culture | 3 |
| MIN 514 | Contemporary Issues in Church & Culture | 3 |

Biblical Skills Development Courses (15 credits)

| | | |
|---------|---|---|
| BIB 512 | Greek I | 3 |
| BIB 513 | Greek II | 3 |
| BIB 517 | Hebrew I | 3 |
| BIB 518 | Hebrew II | 3 |
| BIB 536 | Biblical Exegesis and Exposition - Hebrew | 3 |
| | OR | |
| BIB 537 | Biblical Exegesis and Exposition: Greek | 3 |

Formational Leadership Courses (24 credits)

| | | |
|---------|--|---|
| MFL 503 | Emotional Intelligence & Digital Age Communication | 3 |
| MFL 504 | Restoration & Reconciliation | 3 |
| MFL 505 | Leadership as Influence | 3 |
| MFL 506 | Global Community Formation | 3 |
| MFL 507 | Theology of Organization | 3 |
| MFL 508 | Shaping Resilient Teams | 3 |
| MFL 509 | Communication as Story | 3 |
| MFL 510 | Seasons of the Soul in Leadership | 3 |

| | | |
|---------|--------------------------|---|
| CFR 501 | Eugene Residency | 0 |
| CFR 502 | International Experience | 0 |
| CFR 503 | Eugene Experience | 0 |

Open Elective Courses (6 credits)

Students may take 6 credits of electives from the following seminary course prefixes: APO, BIB, CFM, LSP, MFL, MIN, PAS, THE.

| | |
|----------|---|
| Elective | 3 |
| Elective | 3 |

Admission, Retention, and Graduation

Admission Requirements

Admission into a master's degree program at Capital Seminary is consistent with the general admissions policy and practice of LBC|Capital. Admission criteria is located in the Admissions Information section of the catalog.

Transfer Credit

Transfer credit is awarded in accordance with the general transfer policy in the Academic Policies and Procedures section of the catalog. Transfer credits are reviewed and approved by the Program Director. This program has the following program specific transfer credit information. Transfer credit must be from an institution other than LBC|Capital.

| Seminary Program | Program Credits | # of Transfer Credits | Age of Transfer Credits | Min. Grade of Transfer Credit |
|------------------|-----------------|-----------------------|--|-------------------------------|
| Divinity (MDiv) | 75 cr. | up to 50% | 10 yrs. (biblical languages) 15 yrs. (all other courses) | C |

Advanced Standing

Students demonstrating sufficient (at least 30 credits of undergraduate biblical, theological, or ministry courses) may be awarded up to 12 credits of advanced standing in the MDiv Program. These advanced standing credits will be applied to 9 credits of biblical and theological foundations (applied to BTC 523, BTC 533, & BTC 563) and 3 credits of electives. Additionally, students with earned undergraduate credit in the biblical languages may earn up to 6 credits of advanced standing in biblical skills courses. Language credits may be applied to either Greek I and II or Hebrew I and II, but not both.

The MDiv program director will have the final authority on determining if a student's previous coursework qualifies for advanced standing and how advanced standing shall be applied to the MDiv program.

Program Retention

Academic progress in this program is monitored after each term. The Academic Probation policy and Academic Dismissal policy found in this catalog are applied to all LBC | Capital students.

Graduation Requirements

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

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

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

Faculty

Program Director: Matt W. Lee, PhD

Dr. Matt Lee is the director of the MDiv Global Program and an assistant professor at LBC | Capital. He obtained his MDiv from Fuller Theological Seminary, his MA in Christian Apologetics from Biola University, then his PhD in Christian Apologetics from The Southern Baptist Theological Seminary. Prior to LBC | Capital, he served in various pastoral roles from 2001–2022, notably at SaRang Church in Seoul, Korea, as the lead pastor for the young adult singles ministry. Dr. Lee has released multiple worship music recordings in addition to publishing a number of writings which includes his book, *Cultural Contextualization of Apologetics*. Dr. Lee is a pastor-teacher, a passionate disciple-maker, and a fervent minister of the Gospel of Jesus Christ. He believes in the power of the Gospel to change everything and seeks to carry out such Gospel-driven ministry through teaching, preaching, and disciple-making. He is married to Lindsey, and they have two children, Olivia and Matthew Jr.

Education:

PhD, The Southern Baptist Theological Seminary, Christian Apologetic, Louisville, KY

MDiv, Fuller Theological Seminary, Pasadena, CA

MA, BIOLA University, Christian Apologetics, La Mirada, CA

BS, University of Southern California, Music Industry

Faculty:

| | | | |
|-----------------------|--------------------------|----------------------------|-------------------------|
| James Ayers, PhD | Mark Farnham, PhD | Debra Johnson-Cortesi, PhD | Timothy Sidebothom, PhD |
| LaSondra Barnes, DMin | Douglas Finkbeiner, PhD | Joseph Kim, PhD | Rebekah Strangarity, MA |
| Casey Barton, PhD | Adam Flynt, DMin | Miles (Skip) Lewis, EdD | Marc Talbert, PhD |
| Sherry Bell, MA | Gordon Gregory, Jr., DTh | Mark McGeever, DMin | Currie Tilley, Jr., EdD |
| Kirk Belmont, DMin | Steve Grusendorf, PhD | Mark Meyer, PhD | Alex Tufano, MAJame |
| Aaron Brown, MDiv | Penny Gushiken, MA | Timothy Nicholls, PhD | John Wilkinson, PhD |
| Terriel Byrd, PhD | Samuel Harbin, DMin | Randal Pelton, PhD | Nathaniel Yates, PhD |
| Mark Cote, DMin | Ryan Hartwig, PhD | Brian Pinzer, PhD | Esther Zimmerman, PhD |
| Rick Chung, DMin | Deborah Hinkel, MA | Joshua Rhodes, MA | |
| Douglas Curry, DMin | Albin Huss, PhD | Alex Sackey-Ansah, PhD | |
| Mark Eckel, PhD | | Ed Scheuerman, DMin | |

Graduate School Programs

Business

Business Administration: Nonprofit Management (MBA)

Credential: Master of Business Administration

Location: Online

Program Director: Garet Robinson, PhD

Program Mission Statement: The Master of Business Administration 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 within their positions. Men and women who have a biblical worldview will be successful in the business world and provide a positive perspective on their boards and within their organization. Graduates of the Master of Business Administration will have marketable skills to accelerate their career path, making them more qualified candidates for executive positions.

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

1. **Biblical Leadership:** Integrate a biblical foundation of leadership starting with personal spiritual formation and transitioning to a broader organizational level of leadership principles and practices.
2. **Knowledge:** Demonstrate comprehension of content knowledge and concepts, practices, and skills specific to the Bible and the functional areas of business. Students will apply key business disciplines with an emphasis on critical thinking. Skills pursued throughout this degree include strategic leadership, financial decision making, avoiding potential legal pitfalls, and marketing strategies.
3. **Critical Thinking:** Exhibit competency of using creative thinking to synthesize ideas and apply analytical and problem-solving skills to take appropriate risks in developing innovative and practical approaches to various challenges.
4. **Communication:** Demonstrate clear and effective communication skills in all written and oral communications. Students will create long-term communication messaging strategies, with clarity and coherence in written and spoken forms.
5. **Practical Study:** Develop skills through hands-on experiential learning will be used to develop marketing strategies and then create tactical plans, execute the plan on a timeline and planned schedule, and assess the effectiveness of those plans.
6. **Ethical Practices:** Confirm character by developing appropriate responses when confronted with moral and ethical dilemmas through the integration of a biblical worldview to personal and professional situations.

Curricular Structure & Degree Requirements

| Curricular Structure | Credits |
|---|---------|
| Biblical and Theological Foundations Course | 3 |
| Core Courses | 15 |
| Nonprofit Sector Courses | 15 |
| Advanced Courses | 15 |

Program Total 48**Biblical and Theological Foundations Course (3 credits)**

This chart outlines how prior college-level credits in Bible and theology, as represented on a transcript, apply to the Biblical and Theological Foundations course requirement.

| | |
|--|-------------------------------------|
| 15 or less credits of Bible and theology | BTC 503 Foundations for Integration |
| 16-29 credits of Bible and theology | BTC 504 Perspectives on Integration |
| 30 or more credits of Bible and theology | Requirement satisfied |

Core Courses (15 credits)

| | | |
|---------|---------------------------------------|---|
| BUS 505 | Developing Strategy for Organizations | 3 |
| BUS 510 | Leadership and Management | 3 |
| BUS 515 | Ethics | 3 |
| BUS 520 | Strategic Marketing | 3 |
| BUS 525 | Managerial Accounting | 3 |

Nonprofit Sector Courses (15 credits)

| | | |
|---------|------------------------------------|---|
| BUS 550 | Building an Organizational Culture | 3 |
| BUS 560 | Legal Issues and Risk | 3 |
| BUS 570 | Social Media | 3 |
| BUS 580 | Fund Raising and Advancement | 3 |
| BUS 590 | Advanced Financial Management | 3 |

Advanced Courses (15 credits)

| | | |
|---------|---|---|
| BUS 605 | Decision Making and Analytical Techniques | 3 |
| BUS 610 | Leadership Coaching Strategies | 3 |
| BUS 615 | Financial Decision Making | 3 |
| BUS 620 | Executing the Marketing Plan | 3 |
| BUS 625 | Advanced Organizational Strategy | 3 |

Admission, Retention, and Graduation**Admissions Requirements**

Admission into a master's degree program is consistent with the general admissions policy and practice of LBC | Capital. Admission criteria is located in the Admissions Information section of the catalog.

Transfer Credits

Due to the nature of the Nonprofit Management program, transfer credits are not accepted.

Academic Advising

Students in this program are supported by the Student Success Coach and Program Director. The Student Success Coach will monitor student progress and provide encouragement to students throughout their studies. The Program Director is available to meet with students to discuss academic questions, explore questions related to course content, provide career advice and help prepare students for their capstone experiences in the program. The Program Director and Coaches are available for in-person or video conference, phone, or email meetings.

Program Retention

Academic progress in this program is monitored after each term. The Academic Probation policy and Academic Dismissal policy found in this catalog are applied to all LBC | Capital students.

Graduation Requirements

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

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

Faculty

Program Director: Garett Robinson, PhD

Dr. Garett D. Robinson (PhD, Liberty Divinity School) has served nonprofit organizations in Maryland, Virginia, Georgia, and Texas over the past 20 years. He is a graduate of Liberty University, Southwestern Baptist Theological Seminary, and Harvard University. During this academic work, Garett has focused on the organizational development and leadership patterns of early Christian communities. Dr. Robinson is currently working as a Management Consultant with the Mayo Clinic and as the Global Program Coordinator for the Masters of Science in Nonprofit Management and MBA at Lancaster Bible College. He currently lives in Houston, Texas.

Faculty:

Anjanette Bender, JD
Levi Bridge, PhD
Jeremy Campbell, DBA
Justin Keeler, PhD
Dwight Kreiser, BS
Steve Laufer, PhD
Bob Mauk, MBA

Nonprofit Management (MS)

Credential: Master of Science

Location: Online

Program Director: Garett Robinson, PhD

Program Mission Statement: The Nonprofit Management MS 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 within their positions. Men and women who have a biblical world view will be successful in the business world and provide a positive perspective on their boards and within their organization. Graduates of the Nonprofit Management MS will have marketable skills to accelerate their career path, making them more qualified candidates for executive positions.

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

1. **Biblical Leadership:** Integrate a biblical foundation of leadership starting with personal spiritual formation and transitioning to a broader organizational level of leadership principles and practices.
2. **Knowledge:** Demonstrate comprehension of content knowledge and concepts, practices, and skills specific to the Bible and the functional areas of business. Students will apply key business disciplines with an emphasis on critical thinking. Skills pursued throughout this degree include strategic leadership, financial decision making, avoiding potential legal pitfalls, and marketing strategies.
3. **Critical Thinking:** Exhibit competency of using creative thinking to synthesize ideas and apply analytical and problem-solving skills to take appropriate risks in developing innovative and practical approaches to various challenges.
4. **Communication:** Demonstrate clear and effective communication skills in all written and oral communications. Students will create long-term communication messaging strategies, with clarity and coherence in written and spoken forms.
5. **Practical Study:** Develop skills through hands-on experiential learning will be used to develop marketing strategies and then create tactical plans, execute the plan on a timeline and planned schedule, and assess the effectiveness of those plans.
6. **Ethical Practices:** Confirm character by developing appropriate responses when confronted with moral and ethical dilemmas through the integration of a biblical worldview to personal and professional situations.

Curricular Structure and Degree Requirements

| Curricular Structure | Credits |
|--|-----------|
| Biblical and Theological Foundations Courses | 3 |
| Core Courses | 15 |
| Nonprofit Sector Courses | 15 |
| Program Total | 33 |

Biblical and Theological Foundations Course (3 credits)

This chart outlines how prior college-level credits in Bible and theology, as represented on a transcript, apply to the Biblical and Theological Foundations course requirement.

| | |
|--|-------------------------------------|
| 15 or less credits of Bible and theology | BTC 503 Foundations for Integration |
| 16-29 credits of Bible and theology | BTC 504 Perspectives on Integration |
| 30 or more credits of Bible and theology | Requirement satisfied |

Core Courses (15 credits)

| | | |
|---------|---------------------------------------|---|
| BUS 505 | Developing Strategy for Organizations | 3 |
| BUS 510 | Leadership and Management | 3 |
| BUS 515 | Ethics | 3 |
| BUS 520 | Strategic Marketing | 3 |
| BUS 525 | Managerial Accounting | 3 |

Nonprofit Sector Courses (15 credits)

| | | |
|---------|------------------------------------|---|
| BUS 550 | Building an Organizational Culture | 3 |
| BUS 560 | Legal Issues and Risk | 3 |
| BUS 570 | Social Media | 3 |

| | | |
|---------|-------------------------------|---|
| BUS 580 | Fund Raising and Advancement | 3 |
| BUS 590 | Advanced Financial Management | 3 |

Admission, Retention, and Graduation

Admissions Requirements

Admission into a master's degree program is consistent with the general admissions policy and practice of LBC | Capital. Admission criteria is located in the Admissions Information section of the catalog.

Transfer Credits

Due to the nature of the Nonprofit Management program, transfer credits are not accepted.

Academic Advising

Students in this program are supported by the Student Success Coach and Program Director. The Student Success Coach will monitor student progress and provide encouragement to students throughout their studies. The Program Director is available to meet with students to discuss academic questions, explore questions related to course content, provide career advice and help prepare students for their capstone experiences in the program. The Program Director and Coaches are available for in-person or video conference, phone, or email meetings.

Program Retention

Academic progress in this program is monitored after each term. The Academic Probation policy and Academic Dismissal policy found in this catalog are applied to all LBC | Capital students.

Graduation Requirements

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

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

Faculty

Program Director: Garet Robinson, PhD

Dr. Garet D. Robinson (PhD, Liberty Divinity School) has served nonprofit organizations in Maryland, Virginia, Georgia, and Texas over the past 20 years. He is a graduate of Liberty University, Southwestern Baptist Theological Seminary, and Harvard University. During this academic work, Garet has focused on the organizational development and leadership patterns of early Christian communities. Dr. Robinson is currently working as a Management Consultant with the Mayo Clinic and as the Global Program Coordinator for the Masters of Science in Nonprofit Management and MBA at Lancaster Bible College. He currently lives in Houston, Texas.

Faculty:

Anjanette Bender, JD
Levi Bridge, PhD
Jeremy Campbell, DBA
Justin Keeler, PhD
Dwight Kreiser, BS
Steve Laufer, PhD
Bob Mauk, MBA

Sport Management (MSS)

Credential: Master of Sport Science

Location: Online

Program Director: Health Hooper, PhD

Program Mission Statement: The Master's in Sport Leadership program provides a strong biblical foundation with an exceptional education experience in sport leadership studies to enhance the student's competencies, while providing networking opportunities to prepare students to lead in the sport industry.

The Sport Management (MSS) is designed to expand and enhance the skills of students at all levels of experience in the industry of sport management. This graduate level leadership program will provide a strong biblical foundation for those who serve in public, private or Christian organizations. Through a solid foundation of core courses, all students will expand their knowledge base and advance in understanding while being challenged personally and professionally. In addition, the student will participate in an internship experience as well as select electives in a specific area of interest to become an expert in their field, expand their professional network and contribute meaningfully to their community.

The program has been developed with the professional competencies required to meet certification guidelines for graduate programs with the Commission on Sport Management Accreditation (COSMA).

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

1. Integrate a biblical foundation of leadership starting with personal spiritual formation and transitioning to a broader organizational level of leadership principles and practices.
2. Demonstrate content knowledge of the core components of sport management including technical, interpersonal, and conceptual skills in leadership, management, marketing, communications, administration, legal and financial principles.
3. Analyze current issues in sport, using critical thinking skills and displaying sensitivity to the issues while applying biblical principles to implement solutions.
4. Apply legal topics relating to the supervision and management of sport including tort law, risk management, contract law, employment law, ethics, and discrimination.
5. Collaborate effectively with faculty and professionals in the sport industry, identifying current and emerging trends while contributing to the ongoing advancement of sport
6. Demonstrate the effective use of technology and communication skills including written, oral, digital, and social media.

Curricular Structure and Degree Requirements

| Curricular Structure | Credits |
|---|-----------|
| Biblical and Theological Foundations Course | 3 |
| Sport Management Courses | 27 |
| Elective Courses | 6 |
| Program Total | 36 |

Biblical & Theological Foundation Course (3 credits)

This chart outlines how prior college-level credits in Bible and theology, as represented on a transcript, apply to the Biblical and Theological Foundations course requirement.

| | |
|--|-------------------------------------|
| 15 or less credits of Bible and theology | BTC 503 Foundations for Integration |
| 16-29 credits of Bible and theology | BTC 504 Perspectives on Integration |
| 30 or more credits of Bible and theology | Requirement satisfied |

Sport Management Courses (27 credits)

These courses address foundational and current topics in core areas of sport management. The student will complete a 6-credit capstone internship of their choosing.

| | | |
|---------|--|---|
| SPM 500 | Biblical Principles and Practices of Personal Leadership | 3 |
| SPM 504 | Evangelism and Discipleship in Sport | |
| SPM 510 | Leadership and Administration of Sport | 3 |
| SPM 530 | Financial Management in Sport | 3 |
| SPM 540 | Current Legal and Ethical Issues in Sport | 3 |
| SPM 550 | Sport Marketing and Promotions | 3 |
| SPM 560 | Sport Communication Technology | 3 |
| SPM 590 | Internship | 6 |

Elective Courses (6 credits)

A variety of electives will be offered on a rotating basis to address the need for career specialization.

| | | |
|---------|-------------------------------|---|
| SPM 503 | Psychology of Sport | 3 |
| SPM 570 | Facility and Event Management | 3 |

Admission, Retention, & Graduation

Admission Requirements

Admission into a master's degree program is consistent with the general admissions policy and practice of LBC | Capital. Admission criteria is located in the Admissions Information section of the catalog.

Transfer Credits

Transfer credit is awarded in accordance with the general transfer policy in the Academic Policies and Procedures section of the catalog. Transfer credits are reviewed and approved by the Program Director. This program has the following program specific transfer credit information.

| Graduate Program | Program Credits | # of Transfer Credits | Min. Grade of Transfer Credits |
|------------------------|-----------------|-----------------------|--------------------------------|
| Sport Management (MSS) | 36 cr. | 9 graduate credits | B |

Academic Advising

Students in this program are supported by the Student Success Coach and Program Director. The Student Success Coach will monitor student progress and provide encouragement to students throughout their studies. The Program Director is available to meet with students to discuss academic questions and progress, explore questions related to course content, provide career advice and help prepare students for their capstone experiences in the program. The Program Director and Coaches are available for in-person or video conference, phone, or email meetings.

Retention

Academic progress in this program is monitored after each term. The Academic Probation policy and Academic Dismissal policy found in this catalog are applied to all LBC | Capital students.

Graduation Requirements

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

- Satisfactory completion of all required course work
- A minimum cumulative GPA of 3.0
- Fulfillment of all financial obligations
- Adherence to biblical standards and an ethical lifestyle

Faculty

Program Director: Health Hooper, PhD

Communication

Strategic Communication Leadership (MA)

Credential: Master of Arts

Location: Online

Program Director: Mark Menga, PhD

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

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

1. Appraise various communication and leadership theories in the execution and development of communication teams and strategies.
2. Demonstrate strategic communication professional standards in leadership, messaging, and collaboration with peers and clients.
3. Assess ethical and legal principles and professional codes of ethics and how they are practically applied from a biblical worldview.
4. Participate in a strategic communication leadership capacity/field to further develop skills, knowledge, and experience.
5. Evaluate the unique challenges and opportunities of developing and leading strategic communication efforts for ministry and nonprofit organizations and its implications on their various stakeholders.
6. Integrate a biblical worldview into the practice and evaluation of strategic communication leadership.

Additional Program Information: In an environment that is becoming both increasingly complex as well as increasingly secular, for-profit and non-profit organizations seek communication leaders who can target and cultivate key audiences, build community support, align internal stakeholders and help create an organizational brand that leads the marketplace. LBC | Capital's Master of Arts in Strategic Communication Leadership equips candidates with advanced skills to help organizations to become pre-eminent in their categories. The program will prepare students for a wide range of fields including organizational communication, ministry development, public relations, marketing, social media management, and media direction. Serving in strategic, leadership positions provides opportunity for students to proclaim Christ in both ministry and marketplace. Ministry Leadership Formation is the cornerstone of this program as we equip biblically grounded students to serve in leadership positions in for-profit and non-profit sectors. The lens of a biblical worldview in which our graduates operate, coupled with practical, professional, strategic communication training and experience will serve to proclaim Christ in word and action.

Educational Philosophy: Students will receive instruction from a carefully blended mix of seasoned academic scholars and marketplace professionals who will provide you with a foundation of theory and principles, as well as the best practices for applying them through the lens of a biblical worldview. The educational philosophy of the program uses biblical integration to provide practical skills to self-directed learners.

Biblical Integration: Academic content and Scriptural principles are integrated and applied to professional practice in every course.

Practical Skills: Our courses emphasize practical skills that relate to the profession and to life.

Self-Directed: We view the graduate student as a self-directed learner. Therefore, adult learning methods are emphasized, making the classroom environment an educational workshop that emphasizes interactive methods which utilize the professor’s and students’ unique gifts and life experience.

Curricular Structure and Degree Requirements

| Curricular Structure | Credits |
|---|----------------|
| Biblical and Theological Foundations Course | 3 |
| Professional Core Courses | 31 |
| Program Total | 34 |

Bible & Theology Foundations Courses (3 credits)

This chart outlines how prior college-level credits in Bible and theology, as represented on a transcript, apply to the Biblical and Theological Foundations course requirement.

| | |
|--|-------------------------------------|
| 15 or less credits of Bible and theology | BTC 503 Foundations for Integration |
| 16-29 credits of Bible and theology | BTC 504 Perspectives on Integration |
| 30 or more credits of Bible and theology | Requirement satisfied |

Professional Core Courses (31 credits)

| | | |
|---------|---|---|
| COM 505 | Seminar in Strategic Communication | 3 |
| COM 506 | The Communication Vocation | 3 |
| COM 507 | Digital Media Metrics and Analytics | 3 |
| COM 508 | Strategic Communication and Organizational Ethics | 3 |
| COM 509 | Leadership in Organizational Communication | 3 |
| COM 602 | Strategic Communication for Non-Profit Organizations and Ministries | 3 |
| COM 603 | Crisis Communication in Organizations | 3 |
| COM 604 | Communication Consulting and Assessment | 3 |
| COM 690 | Strategic Communication Internship | 4 |
| COM 691 | Strategic Communication Capstone Project | 3 |

Admission, Retention, & Graduation Requirements

Admission Requirements

Admission into a master's degree program is consistent with the general admissions policy and practice of LBC | Capital. Admission criteria is located in the Admissions Information section of the catalog.

This program is open to students with a bachelor's degree in communication or a related discipline. For those without an undergraduate background in communication, students may need leveling courses to prepare for studies in this master's degree. The following courses are available through LBC. Courses must be completed with a 3.0 GPA or better. This determination will be made during the admissions process.

COM 102 Intro to Communication

COM 110 Principles & Practices

COM 320 Survey of Marketing

Application for Traditional LBC students into the 4+1 option should occur at the end of the Sophomore Year (approximately 1 year before first graduate course is scheduled).

Transfer Credit

Transfer credit is awarded in accordance with the general transfer policy in the Academic Policies and Procedures section of the catalog. Transfer credits are reviewed and approved by the Program Director. This program has the following program specific transfer credit information.

| Graduate Program | Program Credits | # of Transfer Credits | Age of Transfer Credits | Min. Grade of Transfer Credits |
|------------------------------------|-----------------|-----------------------|-------------------------|--------------------------------|
| Strategic Communication Leadership | 34 cr. | 6 graduate credits | 10 yrs. | B |

Academic Advising

Students in this program are supported by the Student Success Coach and Program Director. The Student Success Coach will monitor student progress and provide encouragement to students throughout their studies. The Program Director is available to meet with students to discuss academic questions, explore questions related to course content, provide career advice and help prepare students for their capstone experiences in the program. The Program Director and Coaches are available for in-person or video conference, phone, or email meetings.

In addition, the Program Director will monitor student progress each semester and alert the student and coach regarding any deficiencies to be addressed and/or criteria not being met. Prior to COM 690, the Program Director will audit the student's file to ensure completion of necessary requirements for graduation. Students will receive a handbook that outlines program policies and procedures and also includes advisement sheets.

Program Retention

Academic progress in this program is monitored after each term. The Academic Probation policy and Academic Dismissal policy found in this catalog are applied to all LBC | Capital students.

Graduation Requirements

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

- Satisfactory completion of all required course work
- A minimum cumulative GPA of 3.00
- Fulfillment of all financial obligations
- Adherence to biblical standards and an ethical lifestyle

Faculty

Program Director: Mark Menga, Ph.D.

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

Faculty:

Michael Freeman, DEd

Ryan Geesaman, MS

Mark Menga, PhD

Thom Scott, MA

Counseling & Social Work

Addiction Counseling (MA) - Pennsylvania

Credential: Master of Arts in Addiction Counseling

Licensure: Eligibility to apply for state licensure in PA (Licensed Professional Counselor) and professional certification (Certified Advanced Alcohol and Drug Counselor)

Location: Lancaster (hybrid)

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

For this degree, graduates will also be prepared to sit for the National Counselor Examination (NCE). Although not yet accredited through CACREP, the structure and content of the MA in Addiction Counseling program is aligned with the CACREP 2016 Standards.

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

1. Recognize the history, development, legislation, government policy, ethics, and professional identity development of counselors within the field of addiction counseling.
2. Evaluate theories, models, techniques, and interventions related to addiction counseling and substance use, as well as philosophies of addiction-related self-help through a biblical perspective.
3. Learn the application of principles, models, and documentation formats of biopsychosocial case conceptualization, etiology, treatment planning, diagnostic process, referral, application to testing and assessment, and prevention of addictive and substance use disorders.
4. Enhance culturally and developmentally relevant skills necessary to raise awareness and support addiction, substance abuse prevention and the recovery process at various delivery modalities within the continuum of care.
5. Develop understanding of the scholarly literature and its application within the neurological, behavioral, psychological, physical, and social effects of psychoactive substances and addictive disorders in order to develop skills to assess symptoms of psychoactive substance toxicity, intoxication, resiliency to psychoactive substance abuse disorders and withdrawal while utilizing reduction techniques for negative effects of substance use, abuse, dependence, and addictive disorders.

6. Determine the classifications, indications, contraindications of commonly prescribed psychopharmacological medications for appropriate medical referral and consultation, while understanding the potential of substance use disorders mimicking and/or co-occurring with a variety of medical and psychological disorders
7. Identify the role of wellness and spirituality within the addiction recovery process, while incorporating vocation, family, social networks, and community systems within the recovery and treatment process.
8. Acquire an understanding of ethical principles and application to prospective addiction counseling situations that reflect an open and collaborative approach to resolve legal and ethical dilemmas.
9. Assist clients in recognizing life problems caused by addiction and continued harmful use or abuse, versus the benefits of life without an addiction.
10. Synthesize information and knowledge into practice through supervised counseling experiences.

Educational Philosophy: The Addiction Counseling program seeks to provide

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

Curricular Structure and Degree Requirements

| Addiction Counseling Curricular Structure | Credits |
|--|----------------|
| Biblical and Theological Foundations Course | 3 |
| Core Professional Courses - Tier One | 15 |
| Professional Courses - Tier Two | 18 |
| Advanced Courses - Tier Three | 12 |
| Professional Practice Courses | 9 |
| Elective Courses | 3 |
| Program Total | 60 |

The Admission Requirements section below contains information about pre-requisite courses that students must complete prior to taking graduate courses in this program.

Biblical and Theological Foundations Courses (3 credits)

This chart outlines how prior college-level credits in Bible and theology, as represented on a transcript, apply to the Biblical and Theological Foundations course requirement.

| | |
|--|-------------------------------------|
| 15 or less credits of Bible and theology | BTC 503 Foundations for Integration |
| 16-29 credits of Bible and theology | BTC 504 Perspectives on Integration |
| 30 or more credits of Bible and theology | Requirement satisfied |

If students have satisfied the Bible and theology requirement, they must take a CPS elective to meet the 60 credits required for this program and for licensure.

Core Professional Courses - Tier One (15 credits)

These courses must be taken first as part of the Preliminary Acceptance Phase.

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

Professional Courses - Tier Two (18 credits)

These courses can be taken only after being granted Candidacy.

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

Advanced Courses Tier Three (12 credits)

These courses can be taken only after being granted Candidacy and completing Tier Two.

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

Professional Practice Courses (9 credits)

These courses can be taken only after completing Tier One and Tier Two courses.

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

Elective Course (3 credits)

These courses can be taken only after completing Tier Two.

| | | |
|---------|-------------------------------------|---|
| CPS 514 | Psychopharmacology | 3 |
| CPS 517 | Biopsychology | 3 |
| CPS 540 | Marriage Counseling & Psychotherapy | 3 |
| CPS 545 | Counseling the Older Adult | 3 |

| | | |
|---------|---|---|
| CPS 546 | Theories of Personality | 3 |
| CPS 550 | Family Counseling & Psychotherapy | 3 |
| CPS 551 | Assessment Techniques in Counseling II | 3 |
| CPS 552 | Marriage and Family Issues | 3 |
| CPS 553 | Counseling & Psychotherapy for the Individual | 3 |
| CPS 577 | Human Sexuality | 3 |
| CPS 583 | Multicultural Foundations of Counseling | 3 |

Practicum and Internships

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

CPS 601 Professional Counseling Practicum

- May be taken after completing a minimum of 33 graduate credits (Tier 1 & Tier 2 courses) with a minimum GPA of 3.0, completion of the candidacy process, and passing the CPCE exam.
- Minimum of 200 hours of field experience is required to complete the practicum - 80 hours of direct client contact, 20 combined hours of individual and group supervision, and 100 hours of administration (ie. Research, writing, training, admin tasks)
- Students are required to participate in a blended classroom component. Each student will be required to record four (4) 50-60 minute therapy sessions and schedule one-hour appointment with the processor for each VCS to review the recordings.

CPS 602 Professional Counseling Internship I

- May be taken after completing a minimum of 36 graduate credits (Tier 1 & 2 courses) with a minimum GPA of 3.0, and successfully completing CPS 601 Practicum.
- Minimum of 300 hours of field experience is required to complete the internship - 130 hours of direct client contact, 20 combined hours of individual and group supervision, and 150 hours of administration (ie. Research, writing, training, admin tasks)
- Students are required to participate in a blended classroom component. Each student will be required to record four (4) 50-60 minute therapy sessions and schedule one-hour appointment with the processor for each VCS to review the recordings.

CPS 603 Professional Counseling Internship II

- May be taken after completing a minimum of 39 graduate credits (Tier 1 & 2 courses) with a minimum GPA of 3.0, and successfully completing CPS 601 Practicum and CPS 602 Internship I.
- Minimum of 300 hours of field experience is required to complete the internship - 130 hours of direct client contact, 20 combined hours of individual and group supervision, and 150 hours of administration (ie. Research, writing, training, admin tasks)
- Students are required to participate in a blended classroom component. Each student will be required to record four (4) 50-60 minute therapy sessions and schedule one-hour appointment with the class professor for each VCS to review the recordings.

Admissions, Retention, and Graduation

Admission Requirements

Admission into a master's degree program is consistent with the general admissions policy and practice of LBC | Capital. Admission criteria is located in the Admissions Information section of the catalog. This program has the following additional admissions requirements.

The application process for the MA in Counseling program has four phases: 1. Initial application phase (IAP), 2. Interview phase (IP; parts 1-2), 3. Preliminary acceptance phase (PAP), and 4. Candidacy phase (CP).

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

- Online Application
- Personal statement of spiritual journey and statement of faith
- Two professional references completed online
- Transcript of an accredited bachelor's degree. Graduate transcripts required if seeking transfer credit approval.

- The TOEFL examination is required only if English is not the applicant's native language or if the applicant has not completed a degree program taught in English. TOEFL scores must be from tests administered within two years of the application deadline. If required, their test score must meet the following minimum for admission: Paper Score 550; Computer Score 213; or Internet Score 79. International students must also complete the Duolingo test with a score of 105. The applicant's skill score in writing will also be considered in the admissions decision. The official TOEFL score report must be sent directly from the Educational Testing Service.

Pre-Program Requirements: Students must demonstrate completion of these requirements prior to taking a graduate course.

1. Counseling/Psychology Prerequisites Required before any Classes: PSYC ____ Undergraduate course in counseling/psychology 3 credits

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

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

Application Process

Interview Phase Part 1 (IP1):

The prospective student is invited for an on-campus interview with the admission committee. Before the meeting, the applicant is asked to type a scholarly paper using APA (7th edition) format in Microsoft Word reviewing articles provided to them before scheduling the interview. Writing samples help the Counseling Department Admissions Committee assess for graduate-level skills related to comprehension, adaptability, critical thinking, and scholarly writing.

Interview Phase Part 2 (IP2):

After completion of the writing sample, the student has to appear before the admission committee for an interview. During the interview process, the committee assesses interpersonal skills, critical thinking, and self-awareness. Those who have met the interview criteria will be welcomed to the preliminary acceptance phase.

Preliminary Acceptance Phase (PAP):

This phase enables provisional acceptance to the graduate program. Students must satisfy academic requirements of the 1st Tier Professional Core courses and then complete the steps for candidacy to continue in the MA counseling programs.

Application Response

After completion of the Interview Phase 2. The Program Admission Committee will communicate their decision to Global Admissions, and they will communicate the decision of the committee within 7-15 days. One of the three decisions described below are possible.

1. Recommended admission without contingencies: The applicant is fully accepted without any noted concerns.
2. Recommended admission with the prerequisites noted: The applicant is accepted with admission's academic deficiencies identified. The applicant will be informed as to the required steps toward achieving full acceptance.
3. Do not recommend admission: These applicants will be notified in writing regarding this decision.

Transfer Credits

Transfer credit is awarded in accordance with the general transfer policy in the Academic Policies and Procedures section of the catalog. Transfer credits are reviewed and approved by the Program Director. This program has the following program specific transfer credit information.

| Graduate Program | Program Credits | # of Transfer Credits | Min. Grade of Transfer Credits |
|--------------------------|-----------------|-----------------------|--------------------------------|
| Counseling Programs (MA) | 60 cr. | 18 graduate credits | B |

The course must be relevant to the degree program that the applicant is applying for as determined by the program director. The Counseling and Social Work Department reserves the right to approve or decline the transfer credits, which will be communicated to the students during the interview process.

Program Retention

Academic progress in this program is monitored after each term. The Academic Probation policy and Academic Dismissal policy found in this catalog are applied to all LBC | Capital students. In addition this program has the following program retention requirements:

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

1. Complete all Tier One Professional Core courses (15 credits) to demonstrate academic fitness and interpersonal fitness. Students must obtain a grade of B or higher. Each student will also be rated by their professors on various interpersonal and academic performance standards via the Critical Competencies Review form in each of the Tier 1 courses.
2. Obtain two (2) background checks (ACT 151 PA Child Abuse Clearance and ACT 34 PA Criminal Background Check) prior to candidacy interview, along with proof of completion of Mandated Reporter Training. These documents are necessary for approval for field placement. (If living or working in a different state, please review your state requirements for obtaining clearances).
3. Complete Personality and Career Assessment to ensure the student is at a socio-emotional and behavioral level fit for the profession. MMPI-2: Before exiting the Pre-Candidacy phase, the student will need to obtain a personality evaluation, comprising of the Minnesota Multiphasic Personality Inventory – 2nd Edition Restructured Form (MMPI-2-RF). The student's advisor will review the results of this assessment and discuss at the Candidacy interview. The results of the personality evaluation may verify the student's continuation within the program and/or evidence a need for additional counseling, or it may show evidence that another area of pursuit would be in the student's best interest. Failure to complete this requirement will result in the student's inability to take additional courses. 16-PF: The student is also required to take the 16-Personality Factors Assessment. The assessment is reviewed with the student during the candidacy interview. We utilize the Human Resource Development Report that will assess personality and the associated relationship with common workplace factors to ensure that the chosen career path correlates with common counseling environments.
4. Submit the Candidacy Application to the Counseling & Social Work department for review.
5. Schedule and participate in a candidacy interview. After the required assessments are completed and all materials received by the Department Assistant, the student will be allowed to schedule an appointment to be interviewed for Candidacy. This meeting is an intentional pause to assess academic, intrapersonal, and interpersonal fitness to continue in the program. During the Candidacy meeting, the student will be interviewed by the Program Director. The interview will consist of review current grades in the core courses, review of interpersonal and academic rating (via a standardized form) completed by Tier I professors, overall program fit, and the results of the MMPI-2 and the 16 PF.

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

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

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

Counselor Preparation Comprehension Examination

Prior to practicum and internships, students must take the Counselor Preparation Comprehension Examination (CPCE) after completing Tier 1 and Tier 2 courses. The purpose of the exam is to assess the student's knowledge of counseling to ensure minimum competence in the field. The CPCE will cover the eight required core areas outlined in CACREP 2016 Standards. Furthermore, the CPCE will also provide collective feedback that can be used by the program in developing/adapting curriculum. The CPCE is offered once each Spring, Summer, and Fall semester. More specifically, students can expect the exam to take place on a weekday between 5:30-10:00pm at Lancaster Bible College's campus.

Graduation Requirements

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

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

Faculty

Resident Faculty:

Melissa Boas, MEd
Day Butcher, EdD, LPC, LCAT, ATR-BC
Praveen Rudra, MA, LPC
Jon Shacklett, MA, LPC, CAADC, ACS

Adjunct and Visiting Faculty:

Tony Byler, MD
Faith Ann Day, MA, LPC
Lori DeWald, MA, NCC, LBS
Sean Dougherty, MS, MEd
Carol Geiger, MA, Med, LPC
Kevin Gushiken, PhD
Abby Keiser, MS
Karen Mummau, MSW, LCSW
Brittany Ober, MA
Jessica Todorov, MA

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

Clinical Mental Health Counseling (MA) - Pennsylvania

Credential: Master of Arts in Clinical Mental Health Counseling

Licensure: Eligibility to apply for state licensure in PA (Licensed Professional Counselor) and professional certifications

Location: Lancaster (hybrid)

Program Mission Statement: The Master of Arts in Clinical Mental Health Counseling program is focused on preparing Christian students to understand the multifactorial causes and research-based treatments for various mental health struggles within the context of clinical mental health counseling. The curriculum of this program is centered on biblical truth using the Integrated Psychotherapy Model that combines current industry-proven strategies with biblical principles. This program equips individuals with theological distinctiveness, contemporary scholarship and professional counseling skills to serve within the local church, para-church organizations, counseling organizations, hospitals, prisons, retirement centers, and a variety of human service settings.

The Master of Arts in Clinical Mental Health Counseling degree program will provide training that will give entry level qualifications for opportunities in professional mental health opportunities, state licensure for Licensed Professional Counselor, and professional certification. For this degree, graduates will be prepared to sit for the National Counselor Examination (NCE). Although not yet accredited through CACREP, the structure and content of the MA in Clinical Mental Health Counseling program are aligned with the CACREP 2016 Standards.

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

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

Educational Philosophy: The Educational Philosophy of the MA Clinical Mental Health Program is to provide

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

Curricular Structure and Degree Requirements

| Curricular Structure | Credits |
|---|-----------|
| Biblical and Theological Foundations Course | 3 |
| Core Professional Courses - Tier One | 15 |
| Professional Courses - Tier Two | 18 |
| Advanced Courses - Tier Three | 12 |
| Professional Practice Courses | 9 |
| Elective Course | 3 |
| Program Total | 60 |

The Admission Requirements section below contains information about pre-requisite courses that students must complete prior to taking graduate courses in this program.

Biblical and Theological Foundations Courses (3 credits)

This chart outlines how prior college-level credits in Bible and theology, as represented on a transcript, apply to the Biblical and Theological Foundations course requirement.

| | |
|--|-------------------------------------|
| 15 or less credits of Bible and theology | BTC 503 Foundations for Integration |
| 16-29 credits of Bible and theology | BTC 504 Perspectives on Integration |
| 30 or more credits of Bible and theology | Requirement satisfied |

If students have satisfied the Bible and theology requirement, they must take a CPS elective to meet the 60 credits required for this program and for licensure.

Core Professional Courses - Tier One (15 credits)

These courses must be taken first as part of the Preliminary Acceptance Phase.

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

Professional Courses - Tier Two (18 credits)

These courses can be taken only after being granted Candidacy.

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

Advanced Practice Courses - Tier Three (12 credits)

These courses can be taken only after being granted Candidacy and completing Tier Two.

| | | |
|---------|---|---|
| CPS 546 | Theories of Personality | 3 |
| CPS 553 | Counseling & Psychotherapy for the Individual | 3 |
| CPS 572 | Counseling Addictions | 3 |
| CPS 575 | Counseling Children and Adolescents | 3 |

Professional Practice Courses (9 credits)

These courses can be taken only after completing Tier One and Tier Two courses.

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

Elective Course (3 credits)

These courses can be taken only after completing Tier Two.

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

Practicum and Internships

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

CPS 601 Professional Counseling Practicum

- May be taken after completing a minimum of 33 graduate credits (Tier 1 & Tier 2 courses) with a minimum GPA of 3.0, completion of the candidacy process, and passing the CPCE exam.
- Minimum of 200 hours of field experience is required to complete the practicum - 80 hours of direct client contact, 20 combined hours of individual and group supervision, and 100 hours of administration (ie. Research, writing, training, admin tasks)
- Students are required to participate in a blended classroom component. Each student will be required to record four (4) 50-60 minute therapy sessions and schedule one-hour appointment with the processor for each VCS to review the recordings.

CPS 602 Professional Counseling Internship I

- May be taken after completing a minimum of 36 graduate credits (Tier 1 & 2 courses) with a minimum GPA of 3.0, and successfully completing CPS 601 Practicum.
- Minimum of 300 hours of field experience is required to complete the internship - 130 hours of direct client contact, 20 combined hours of individual and group supervision, and 150 hours of administration (ie. Research, writing, training, admin tasks)
- Students are required to participate in a blended classroom component. Each student will be required to record four (4) 50-60 minute therapy sessions and schedule one-hour appointment with the processor for each VCS to review the recordings.

CPS 603 Professional Counseling Internship II

- May be taken after completing a minimum of 39 graduate credits (Tier 1 & 2 courses) with a minimum GPA of 3.0, and successfully completing CPS 601 Practicum and CPS 602 Internship I.
- Minimum of 300 hours of field experience is required to complete the internship - 130 hours of direct client contact, 20 combined hours of individual and group supervision, and 150 hours of administration (ie. Research, writing, training, admin tasks)
- Students are required to participate in a blended classroom component. Each student will be required to record four (4) 50-60 minute therapy sessions and schedule one-hour appointment with the class professor for each VCS to review the recordings.

Admissions Retention and Graduation

Admission Requirements

Admission into a master's degree program is consistent with the general admissions policy and practice of LBC | Capital. Admission criteria is located in the Admissions Information section of the catalog. This program has the following additional admissions requirements.

The application process for the MA in Counseling program has four phases: 1. Initial application phase (IAP), 2. Interview phase (IP; parts 1-2), 3. Preliminary acceptance phase (PAP), and 4. Candidacy phase (CP).

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

- Online Application
- Personal statement of spiritual journey and statement of faith
- Two professional references completed online
- Transcript of an accredited bachelor's degree. Graduate transcripts required if seeking transfer credit approval.
- The TOEFL examination is required only if English is not the applicant's native language or if the applicant has not completed a degree program taught in English. TOEFL scores must be from tests administered within two years of the application deadline. If required, their test score must meet the following minimum for admission: Paper Score 550; Computer Score 213; or Internet Score 79. International students must also complete the Duolingo test with a score of 105. The applicant's skill score in writing will also be considered in the admissions decision. The official TOEFL score report must be sent directly from the Educational Testing Service.

Pre-Program Requirements: Students must demonstrate completion of these requirements prior to taking a graduate course.

1. Counseling/Psychology Prerequisites Required before any Classes: PSYC ____ Undergraduate course in counseling/psychology 3 credits

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

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

Application Process

Interview Phase Part 1 (IP1):

The prospective student is invited for an on-campus interview with the admission committee. Before the meeting, the applicant is asked to type a scholarly paper using APA (7th edition) format in Microsoft Word reviewing articles provided to them before scheduling the interview. Writing samples help the Counseling Department Admissions Committee assess for graduate-level skills related to comprehension, adaptability, critical thinking, and scholarly writing.

Interview Phase Part 2 (IP2):

After completion of the writing sample, the student has to appear before the admission committee for an interview. During the interview process, the committee assesses interpersonal skills, critical thinking, and self-awareness. Those who have met the interview criteria will be welcomed to the preliminary acceptance phase.

Preliminary Acceptance Phase (PAP):

This phase enables provisional acceptance to the graduate program. Students must satisfy academic requirements of the 1st Tier Professional Core courses and then complete the steps for candidacy to continue in the MA counseling programs.

Application Response

After completion of the Interview Phase 2. The Program Admission Committee will communicate their decision to Global Admissions, and they will communicate the decision of the committee within 7-15 days. One of the three decisions described below are possible.

1. Recommended admission without contingencies: The applicant is fully accepted without any noted concerns.
2. Recommended admission with the prerequisites noted: The applicant is accepted with admission's academic deficiencies identified. The applicant will be informed as to the required steps toward achieving full acceptance.
3. Do not recommend admission: These applicants will be notified in writing regarding this decision.

Transfer Credits

Transfer credit is awarded in accordance with the general transfer policy in the Academic Policies and Procedures section of the catalog. Transfer credits are reviewed and approved by the Program Director. This program has the following program specific transfer credit information.

| Graduate Program | Program Credits | # of Transfer Credits | Min. Grade of Transfer Credits |
|--------------------------|-----------------|-----------------------|--------------------------------|
| Counseling Programs (MA) | 60 cr. | 18 graduate credits | B |

The course must be relevant to the degree program that the applicant is applying for as determined by the program director. The Counseling and Social Work Department reserves the right to approve or decline the transfer credits, which will be communicated to the students during the interview process.

Program Retention

Academic progress in this program is monitored after each term. The Academic Probation policy and Academic Dismissal policy found in this catalog are applied to all LBC | Capital students. In addition this program has the following program retention requirements:

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

1. Complete all Tier One Professional Core courses (15 credits) to demonstrate academic fitness and interpersonal fitness. Students must obtain a grade of B or higher. Each student will also be rated by their professors on various interpersonal and academic performance standards via the Critical Competencies Review form in each of the Tier 1 courses.
2. Obtain two (2) background checks (ACT 151 PA Child Abuse Clearance and ACT 34 PA Criminal Background Check) prior to candidacy interview, along with proof of completion of Mandated Reporter Training. These documents are necessary for approval for field placement. (If living or working in a different state, please review your state requirements for obtaining clearances).
3. Complete Personality and Career Assessment to ensure the student is at a socio-emotional and behavioral level fit for the profession. MMPI-2: Before exiting the Pre-Candidacy phase, the student will need to obtain a personality evaluation, comprising of the Minnesota Multiphasic Personality Inventory – 2nd Edition Restructured Form (MMPI-2-RF). The student's advisor will review the results of this assessment and discuss at the Candidacy interview. The results of the personality evaluation may verify the student's continuation within the program and/or evidence a need for additional counseling, or it may show evidence that another area of pursuit would be in the student's best interest. Failure to complete this requirement will result in the student's inability to take additional courses. 16-PF: The student is also required to take the 16-Personality Factors Assessment. The assessment is reviewed with the student during the candidacy interview. We utilize the Human Resource Development Report that will assess personality and the associated relationship with common workplace factors to ensure that the chosen career path correlates with common counseling environments.
4. Submit the Candidacy Application to the Counseling & Social Work department for review.
5. Schedule and participate in a candidacy interview. After the required assessments are completed and all materials received by the Department Assistant, the student will be allowed to schedule an appointment to be interviewed for Candidacy. This meeting is an intentional pause to assess academic, intrapersonal, and interpersonal fitness to continue in the program. During the Candidacy meeting, the student will be interviewed by the Program Director. The interview will consist of review current grades in the core courses, review of interpersonal and academic rating (via a standardized form) completed by Tier I professors, overall program fit, and the results of the MMPI-2 and the 16 PF.

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

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

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

Counselor Preparation Comprehension Examination

Prior to practicum and internships, students must take the Counselor Preparation Comprehension Examination (CPCE) after completing Tier 1 and Tier 2 courses. The purpose of the exam is to assess the student's knowledge of counseling to ensure minimum competence in the field. The CPCE will cover the eight required core areas outlined in CACREP 2016 Standards. Furthermore, the CPCE will also provide collective feedback that can be used by the program in developing/adapting curriculum. The CPCE is offered once each Spring, Summer, and Fall semester. More specifically, students can expect the exam to take place on a weekday between 5:30-10:00pm at Lancaster Bible College's campus.

Graduation Requirements

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

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

Faculty

Resident Faculty:

Melissa Boas, MEd
Day Butcher, EdD, LPC, LCAT, ATR-BC
Praveen Rudra, MA, LPC
Jon Shacklett, MA, LPC, CAADC, ACS

Adjunct and Visiting Faculty:

Tony Byler, MD
Faith Ann Day, MA, LPC
Lori DeWald, MA, NCC, LBS
Sean Dougherty, MS, MEd
Carol Geiger, MA, Med, LPC
Kevin Gushiken, PhD
Abby Keiser, MS
Karen Mummau, MSW, LCSW
Brittany Ober, MA
Jessica Todorov, MA

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

Clinical Mental Health Counseling (MA) - Maryland

Credential: Master of Arts

Licensure: Eligibility to apply for state licensure in Maryland, and Washington DC, and Virginia (Licensed Professional Counselor) and professional certifications

Location: Washington, DC (hybrid)

Program Director: Sophia Ogunlana, Ed.D., LCPC, LPC

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

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

For this degree, graduates will also be prepared to site for the National Counselor Examination (NCE). Although not yet accredited through CACREP, the structure and content of the MA in Clinical Mental Health Counseling (MD) is aligned with the CACREP 2016 standards.

Program Learning Outcomes: The Clinical Mental Health Counseling program (MD) has established four major competency areas with specific learning objectives. Graduates will demonstrate proficiency in each area and on all objectives.

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

Educational Philosophy: The Master of Arts in Clinical Mental Health Counseling (Maryland) degree program provides students with the knowledge and skills necessary to help diverse people in a wide range of challenging circumstances within the context of clinical mental health counseling. Our students learn about the biological and environmental causes of mental illness and are trained to provide evidence-based treatment that integrates faith into counseling theory and practice. Our instructors are experienced, licensed and practicing clinicians who work as counselors in professional and faith-based settings.

Curricular Structure and Degree Requirements

| Curricular Structure | Credits |
|----------------------------------|-----------|
| Biblical and Theological Courses | 3 |
| Tier One Courses | 15 |
| Tier Two Courses | 18 |
| Tier Three Courses | 15 |
| Professional Practice Courses | 9 |
| Program Total | 60 |

Biblical and Theological Foundations Course (3 credits)

This chart outlines how prior college-level credits in Bible and theology, as represented on a transcript, apply to the Biblical and Theological Foundations course requirement.

| | |
|--|-------------------------------------|
| 15 or less credits of Bible and theology | BTC 503 Foundations for Integration |
| 16-29 credits of Bible and theology | BTC 504 Perspectives on Integration |
| 30 or more credits of Bible and theology | Requirement satisfied |

If students have satisfied the Bible and theology requirement, they must take a CPS elective to meet the 60 credits required for this program and for licensure.

Tier 1 Courses (15 credits)

| | | |
|---------|--|---|
| GPC 501 | Orientation to Professional Counseling Identity, Function & Ethics | 3 |
| GPC 510 | Human Growth and Development Across the Lifespan | 3 |
| GPC 515 | Counseling Theory and Techniques | 3 |
| GPC 530 | Professional Ethics and Legal Issues in Counseling | 3 |
| GPC 583 | Multicultural Foundations of Counseling | 3 |

Tier 2 Courses (18 credits)

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

Tier 3 Courses (15 credits)

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

Professional Practice Courses (9 credits)

| | | |
|---------|----------------------|---|
| GPC 601 | Counseling Practicum | 3 |
|---------|----------------------|---|

| | | |
|---------|--------------------------|---|
| GPC 602 | Counseling Internship I | 3 |
| GPC 603 | Counseling Internship II | 3 |

Practicum and Internships

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

Professional Counseling Practicum (GPC 601)

- May be taken after completing a minimum of 33 graduate credits (Tier 1 & Tier 2 courses) with a minimum GPA of 3.0, completion of the candidacy process.
- Minimum of 200 hours of field experience is required to complete the practicum:
 - o 80 hours of direct client contact
 - o 20 combined hours of individual and group supervision
 - o 100 hours of administration (ie. Research, writing, training, admin tasks)

- Students are required to participate in a blended classroom component. Each student will be required to record four (4) 50-60 minute therapy sessions and schedule a one-hour appointment with the professor for each VCS to review the recordings.

Professional Counseling Internship I (GPC 602)

- May be taken after completing a minimum of 36 graduate credits (Tier 1 & 2 courses) with a minimum GPA of 3.0, and successfully completing GPC 601 Practicum.
- Minimum of 300 hours of field experience is required to complete the internship:
 - o 130 hours of direct client contact
 - o 20 combined hours of individual and group supervision
 - o 150 hours of administration (ie. Research, writing, training, admin tasks)

- Students are required to participate in a blended classroom component. Each student will be required to record four (4) 50-60 minute therapy sessions and schedule a one-hour appointment with the professor for each VCS to review the recordings.

Professional Counseling Internship II (GPC 603)

- May be taken after completing a minimum of 39 graduate credits (Tier 1 & 2 courses) with a minimum GPA of 3.0, and successfully completing GPC 601 Practicum and GPC 602 Internship I.
- Minimum of 300 hours of field experience is required to complete the internship:
 - o 130 hours of direct client contact
 - o 20 combined hours of individual and group supervision
 - o 150 hours of administration (ie. Research, writing, training, admin tasks)

- Students are required to participate in a blended classroom component. Each student will be required to record four (4) 50-60 minute therapy sessions and schedule a one-hour appointment with the professor for each VCS to review the recordings.

Admissions, Retention, and Graduation

Admission Requirements

Admission into a master's degree program is consistent with the general admissions policy and practice of LBC | Capital. Admission criteria is located in the Admissions Information section of the catalog. This program has the following additional admissions requirements.

- Transcript of an accredited bachelor's degree. An undergraduate GPA of 3.0 or higher on a 4.0 scale. Graduate transcripts needed if seeking transfer credit approval.
- Six (6) credits hours of undergraduate psychology-related courses.

Exceptions to the GPA and psychology-related course requirements are considered on a case-by-case basis.

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

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

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

Application Process

Interview Phase

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

Preliminary Acceptance Phase (PAP)

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

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

Application Response

Applicants will be notified within 3 weeks of the submission of all materials by Admissions. For applicants deemed fit to continue in the process, Admissions will refer those prospective students to the Program Director for an interview. Once the prospective is interviewed, recommendations regarding admissions status will be discussed with Admissions. Finally, Admissions will notify the prospective student of their acceptance status within two weeks.

Transfer Credits

Transfer credit is awarded in accordance with the general transfer policy in the Academic Policies and Procedures section of the catalog. Transfer credits are reviewed and approved by the Program Director. This program has the following program specific transfer credit information.

| Graduate Program | Program Credits | # of Transfer Credits | Min. Grade of Transfer Credits |
|----------------------------------|------------------------|------------------------------|---------------------------------------|
| Clinical Mental Health - MD (MA) | 60 credits | 18 graduate credits | B |

The course must be relevant to the degree program that the applicant is applying for as determined by the program director. The Counseling and Social Work Department reserves the right to approve or decline the transfer credits, which will be communicated to the students during the interview process.

Program Retention

Academic progress in this program is monitored after each term. The Academic Probation policy and Academic Dismissal policy found in this catalog are applied to all LBC | Capital students. In addition this program has the following program retention requirements:

Candidacy Phase (CP)

The Candidacy Phase application requires a 3.0 grade point average (to remain in good academic standing), two assessments, background checks, and an online training to ensure the student's socio-emotional and behavioral fitness for the profession. The assessments (MMPI-2 and 16PF) are to be taken no later than the semester following successful completion of the PAP. Test results will be interpreted collaboratively by full-time faculty. Required background checks and online training are as follows:

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

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

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

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

Graduation Requirements

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

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

Faculty

Program Director: Sophia Ogunlana, Ed.D., LCPC, LPC

Assistant Professor, Master of Arts in Clinical Mental Health Counseling Program Director- Washington, D.C. Location

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

Education

Ed.D., Argosy University, Counseling Psychology

M.A. Capital Bible Seminary, Christian Counseling

B.S., High Point University, Psychology

Faculty:

Kevin Jackson, Ph.D., LCPC-S, LPC

Natasha Miller, M.A., LCPC

Marriage, Couple & Family Counseling (MA)

Credential: Master of Arts

Licensure: Eligibility to apply for state licensure in PA (Licensed Professional Counselor) and professional certifications

Location: Lancaster (hybrid)

Program Mission Statement: The Master of Arts in Marriage, Couple & Family Counseling program is focused on preparing Christian students to understand the multifactorial causes and research-based treatments for various issues in the context of relationships and families. The curriculum of this program is centered on biblical truth using the Integrated Psychotherapy Model that combines current industry-proven strategies with biblical principles.

Throughout the Masters in Marriage, Couple and Family Counseling program, students will examine their own personal experiences and expectations, study the role and importance of marriage and family from a biblical perspective and learn the fundamental skills of effective counseling and therapy rooted in the truth of Scripture. This program equips individuals with theological distinctiveness, contemporary scholarship and professional counseling skills to serve within the local church, para-church organizations, counseling organizations, hospitals, prisons, retirement centers, and a variety of human service settings.

For this degree, graduates will also be prepared to sit for the National Counselor Examination (NCE). Although not yet accredited through CACREP, the structure and content of the MA in Marriage, Couple, & Family Counseling program are aligned with the CACREP 2016 Standards.

Program Learning Outcomes: The Master of Arts in Marriage, Couple & Family Counseling Program will equip students for the field of counseling by helping them to

1. Recognize the history, development, legislation, government policy, ethics, professional identity development of counselors within the context of marriage, couple, and family counseling.
2. Evaluate family phenomenology, family of origin theories, models, techniques, and interventions related to marriage, couple, and family counseling, in order to foster family wellness through a biblical perspective.
3. Learn the application of theories and models in developing case conceptualization, etiology, treatment planning, diagnostic process, and referral within family systems and dynamics.
4. Comprehend assessments, including diagnostic interviews, genograms, family mapping, mental diagnostic status examinations, symptom inventories, and psychoeducational and personality assessments.
5. Develop an understanding of scholarly literature and its application of the structures of marriage, couples, and families, within the realms of human sexuality and its effect on couple and family functioning, aging and intergenerational influences, immigration, and related family concerns.
6. Enhance skills necessary to conduct competent cultural treatment relevant to marriage, couple, and family functioning, at various delivery modalities within the continuum of care.
7. Understand the etiology of trauma and crisis as well as the impact of interpersonal violence, mental health, and addiction on marriages, couples, and families.
8. Acquire strategies for interfacing with the legal system while understanding ethical principles and application to prospective marriage, couple, and family counseling.
9. Demonstrate understanding regarding the impact of life, gender roles, career, unemployment, under-employment, and changes in socioeconomic standing on marriages, couples, and families.
10. Synthesize information and knowledge into practice through supervised counseling experiences.

Educational Philosophy: The Educational Philosophy of the MA Marriage, Couple, & Family Program is provide

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

Curricular Structure and Degree Requirements

| Curricular Structure | Credits |
|--|-----------|
| Biblical and Theological Foundations Courses | 3 |
| Intro to Prof. Counseling Courses - Tier One | 15 |
| Professional Core Courses - Tier Two | 18 |
| Advanced Practice Courses - Tier Three | 12 |
| Professional Practice Courses | 9 |
| Elective Courses | 3 |
| Program Total | 60 |

The Admission Requirements section below contains information about pre-requisite courses that students must complete prior to taking graduate courses in this program.

Biblical and Theological Foundations Courses (3 credits)

This chart outlines how prior college-level credits in Bible and theology, as represented on a transcript, apply to the Biblical and Theological Foundations course requirement.

| | |
|--|--|
| 15 or less credits of Bible and theology | BTC 503 Foundations for Integration |
| 16-29 credits of Bible and theology | BTC 504 Perspectives on Integration |
| 30 or more credits of Bible and theology | 30 or more credits of Bible and theology |

If students have satisfied the Bible and theology requirement, they must take a CPS elective to meet the 60 credits required for this program and for licensure.

Intro to Prof. Counseling Core Courses- Tier One (15 credits)

These courses must be taken first as part of the Preliminary Acceptance Phase.

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

Core Professional Courses - Tier Two (18 credits)

These courses can be taken only after being granted Candidacy.

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

Advanced Practice Courses - Tier Three (12 credits)

These courses can be taken only after being granted Candidacy and completing Tier Two.

| | | |
|---------|-------------------------------------|---|
| CPS 540 | Marriage Counseling & Psychotherapy | 3 |
| CPS 550 | Family Counseling & Psychotherapy | 3 |
| CPS 572 | Counseling Addictions | 3 |
| CPS 575 | Counseling Children and Adolescents | 3 |

Professional Practice Courses (9 credits)

These courses can be taken only after completing Tier One and Tier Two courses.

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

Elective Courses (3 credits)

These courses can be taken only after completing Tier Two.

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

Practicum and Internships

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

CPS 601 Professional Counseling Practicum

- May be taken after completing a minimum of 33 graduate credits (Tier 1 & Tier 2 courses) with a minimum GPA of 3.0, completion of the candidacy process, and passing the CPCE exam.
- Minimum of 200 hours of field experience is required to complete the practicum - 80 hours of direct client contact, 20 combined hours of individual and group supervision, and 100 hours of administration (ie. Research, writing, training, admin tasks)
- Students are required to participate in a blended classroom component. Each student will be required to record four (4) 50-60 minute therapy sessions and schedule one-hour appointment with the processor for each VCS to review the recordings.

CPS 602 Professional Counseling Internship I

- May be taken after completing a minimum of 36 graduate credits (Tier 1 & 2 courses) with a minimum GPA of 3.0, and successfully completing CPS 601 Practicum.
- Minimum of 300 hours of field experience is required to complete the internship - 130 hours of direct client contact, 20 combined hours of individual and group supervision, and 150 hours of administration (ie. Research, writing, training, admin tasks)
- Students are required to participate in a blended classroom component. Each student will be required to record four (4) 50-60 minute therapy sessions and schedule one-hour appointment with the processor for each VCS to review the recordings.

CPS 603 Professional Counseling Internship II

- May be taken after completing a minimum of 39 graduate credits (Tier 1 & 2 courses) with a minimum GPA of 3.0, and successfully completing CPS 601 Practicum and CPS 602 Internship I.
- Minimum of 300 hours of field experience is required to complete the internship - 130 hours of direct client contact, 20 combined hours of individual and group supervision, and 150 hours of administration (ie. Research, writing, training, admin tasks)

- Students are required to participate in a blended classroom component. Each student will be required to record four (4) 50-60 minute therapy sessions and schedule one-hour appointment with the class professor for each VCS to review the recordings.

Admissions, Retention, and Graduation

Admission Requirements

Admission into a master's degree program is consistent with the general admissions policy and practice of LBC | Capital. Admission criteria is located in the Admissions Information section of the catalog. This program has the following additional admissions requirements.

The application process for the MA in Counseling program has four phases: 1. Initial application phase (IAP), 2. Interview phase (IP; parts 1-2), 3. Preliminary acceptance phase (PAP), and 4. Candidacy phase (CP).

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

- Online Application
- Personal statement of spiritual journey and statement of faith
- Two professional references completed online
- Transcript of an accredited bachelor's degree. Graduate transcripts required if seeking transfer credit approval.
- The TOEFL examination is required only if English is not the applicant's native language or if the applicant has not completed a degree program taught in English. TOEFL scores must be from tests administered within two years of the application deadline. If required, their test score must meet the following minimum for admission: Paper Score 550; Computer Score 213; or Internet Score 79. International students must also complete the Duolingo test with a score of 105. The applicant's skill score in writing will also be considered in the admissions decision. The official TOEFL score report must be sent directly from the Educational Testing Service.

Pre-Program Requirements: Students must demonstrate completion of these requirements prior to taking a graduate course.

1. Counseling/Psychology Prerequisites Required before any Classes: PSYC ____ Undergraduate course in counseling/psychology 3 credits

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

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

Application Process

Interview Phase Part 1 (IP1):

The prospective student is invited for an on-campus interview with the admission committee. Before the meeting, the applicant is asked to type a scholarly paper using APA (7th edition) format in Microsoft Word reviewing articles provided to them before scheduling the interview. Writing samples help the Counseling Department Admissions Committee assess for graduate-level skills related to comprehension, adaptability, critical thinking, and scholarly writing.

Interview Phase Part 2 (IP2):

After completion of the writing sample, the student has to appear before the admission committee for an interview. During the interview process, the committee assesses interpersonal skills, critical thinking, and self-awareness. Those who have met the interview criteria will be welcomed to the preliminary acceptance phase.

Preliminary Acceptance Phase (PAP):

This phase enables provisional acceptance to the graduate program. Students must satisfy academic requirements of the 1st Tier Professional Core courses and then complete the steps for candidacy to continue in the MA counseling programs.

Application Response

After completion of the Interview Phase 2. The Program Admission Committee will communicate their decision to Global Admissions, and they will communicate the decision of the committee within 7-15 days. One of the three decisions described below are possible.

1. Recommended admission without contingencies: The applicant is fully accepted without any noted concerns.
2. Recommended admission with the prerequisites noted: The applicant is accepted with admission's academic deficiencies identified. The applicant will be informed as to the required steps toward achieving full acceptance.
3. Do not recommend admission: These applicants will be notified in writing regarding this decision.

Transfer Credits

Transfer credit is awarded in accordance with the general transfer policy in the Academic Policies and Procedures section of the catalog. Transfer credits are reviewed and approved by the Program Director. This program has the following program specific transfer credit information.

| Graduate Program | Program Credits | # of Transfer Credits | Min. Grade of Transfer Credits |
|--------------------------|-----------------|-----------------------|--------------------------------|
| Counseling Programs (MA) | 60 cr. | 18 graduate credits | B |

The course must be relevant to the degree program that the applicant is applying for as determined by the program director. The Counseling and Social Work Department reserves the right to approve or decline the transfer credits, which will be communicated to the students during the interview process.

Program Retention

Academic progress in this program is monitored after each term. The Academic Probation policy and Academic Dismissal policy found in this catalog are applied to all LBC | Capital students. In addition this program has the following program retention requirements:

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

1. Complete all Tier One Professional Core courses (15 credits) to demonstrate academic fitness and interpersonal fitness. Students must obtain a grade of B or higher. Each student will also be rated by their professors on various interpersonal and academic performance standards via the Critical Competencies Review form in each of the Tier 1 courses.
2. Obtain two (2) background checks (ACT 151 PA Child Abuse Clearance and ACT 34 PA Criminal Background Check) prior to candidacy interview, along with proof of completion of Mandated Reporter Training. These documents are necessary for approval for field placement. (If living or working in a different state, please review your state requirements for obtaining clearances).
3. Complete Personality and Career Assessment to ensure the student is at a socio-emotional and behavioral level fit for the profession. MMPI-2: Before exiting the Pre-Candidacy phase, the student will need to obtain a personality evaluation, comprising of the Minnesota Multiphasic Personality Inventory – 2nd Edition Restructured Form (MMPI-2-RF). The student's advisor will review the results of this assessment and discuss at the Candidacy interview. The results of the personality evaluation may verify the student's continuation within the program and/or evidence a need for additional counseling, or it may show evidence that another area of pursuit would be in the student's best interest. Failure to complete this requirement will result in the student's inability to take additional courses. 16-PF: The student is also required to take the 16-Personality Factors Assessment. The assessment is reviewed with the student during the candidacy interview. We utilize the Human Resource Development Report that will assess personality and the associated relationship with common workplace factors to ensure that the chosen career path correlates with common counseling environments.
4. Submit the Candidacy Application to the Counseling & Social Work department for review.

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

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

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

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

Counselor Preparation Comprehension Examination

Prior to practicum and internships, students must take the Counselor Preparation Comprehension Examination (CPCE) after completing Tier 1 and Tier 2 courses. The purpose of the exam is to assess the student's knowledge of counseling to ensure minimum competence in the field. The CPCE will cover the eight required core areas outlined in CACREP 2016 Standards. Furthermore, the CPCE will also provide collective feedback that can be used by the program in developing/adapting curriculum. The CPCE is offered once each Spring, Summer, and Fall semester. More specifically, students can expect the exam to take place on a weekday between 5:30-10:00pm at Lancaster Bible College's campus.

Graduation Requirements

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

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

Faculty

Resident Faculty:

Melissa Boas, MEd
Day Butcher, EdD, LPC, LCAT, ATR-BC
Praveen Rudra, MA, LPC
Jon Shacklett, MA, LPC, CAADC, ACS

Adjunct and Visiting Faculty:

Tony Byler, MD
Faith Ann Day, MA, LPC
Lori DeWald, MA, NCC, LBS
Sean Dougherty, MS, MEd
Carol Geiger, MA, Med, LPC
Kevin Gushiken, PhD
Abby Keiser, MS
Karen Mummau, MSW, LCSW
Brittany Ober, MA
Jessica Todorov, MA

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

Professional Counseling - Pennsylvania Licensure

Licensure Information

Lancaster Bible College | Capital Seminary & Graduate School offers four professional counseling programs which prepares students to apply to be a Licensed Professional Counselor (LPC). Following are the program with the number of credits required to graduate.

- Addictions Counseling (60 credits)
- Clinical Mental Health Counseling (60 credits)
- Marriage Couple & Family Counseling (60 credits)
- Professional School Counseling (48 credits)

In Pennsylvania, the academic requirement to apply for Licensed Professional Counselor is 60 graduate credits with following core content areas.

1. Human Growth and Development
2. Social & Cultural Foundations
3. Helping Relationships
4. Group Work
5. Career and Lifestyle Development
6. Appraisal
7. Research and Program Evaluation
8. Professional Orientation
9. Clinical Instruction (100 clock hours of supervised practicum and 600 clock hours of supervised internship experience)

The three professional counseling programs meet the academic requirements (9 core content areas and 60 credits). The professional school counseling is a 48 credit program (meets the 9 core content areas). Students enrolled in this program and are desiring the options to apply for LPC may take the additional 12 credits after they graduate with their 48 credits.

It is important to remember that Lancaster Bible College | Capital Seminary & Graduate School, grants the degree, and individual states grant licenses. As such, students need to be sure that they are following their respective state licensing guidelines. To learn more about other states licensure requirement for LPC please click [here](#).

Post-Master's Coursework Towards Licensure

LBC|Capital also offers a non-degree program for post-master's coursework towards licensure. This program is tailored for individuals who hold a Master's degree in counseling or counseling related fields (48 credits) and would like to complete the 12 remaining credits (elective course work | core content area) to meet the academic requirements. Please click [here](#) to verify if your Master's degree meets the state licensure requirements in Pennsylvania.

Pennsylvania State Regulation for Licensure

To read the Pennsylvania state licensure regulation and board resources please click the below links.

- [Licensure Regulations](#)
- [PA Board Resources](#)

Licensure Exam Information

The most widely used licensure exam is National Counselor Exam (NCE). This test is administered by the National Board of Certified Counselors (NBCC).

The NCE is a 200-item multiple-choice examination designed to assess knowledge, skills and abilities determined to be important for providing effective counseling services. The NCE is required in the licensure process in Pennsylvania and is one of two exam options for National Certified Counselor (NCC) certification. The NBCC requires a confirmation of your Master's degree in order to apply for the NCE. Below are links to recourse for the NCE.

- [Exam Information and Content](#)
- [NCE Candidate Handbook](#)
- [NCE Application](#)
- [2021 Exam Schedule](#)

For additional information about the Licensed Professional Counselor application process and Post-Master's Coursework Towards Licensure please email us at csdepartment@lbc.edu or call 717.560.8227.

Professional Counseling - PA Licensure

Required Courses

| | | |
|---------------------|---|---|
| CPS 583 | Multicultural Foundations of Counseling | 3 |
| CPS 588 | Career and Lifestyle Development | 3 |
| CPS 603 | Counseling Internship II | 3 |
| _____ | Counseling Elective | 3 |
| Subtotal: 12 | | |

Professional School Counseling (MEd)

Credential: Master of Education

Certification/Licensure: Eligibility for certification and licensure is dependent upon credits in the student's program.

42 credit Program Not eligible for PA certification or licensure

48 credit Program Eligible for PA (PK-12) Education Specialist -School Counselor certification

60 credit
Program

Eligible for PA (PK-12) Education Specialist -School Counselor certification
Eligible for PA Licensed Professional Counselor (LPC)

Location: Lancaster (hybrid)

Program Director: Melissa Boas, MEd

Program Mission Statement: The Master of Education in Professional School Counseling is designed to prepare Christian students and develop school counselors who have a strong professional identity as ethical practitioners. The program is designed to provide individuals the opportunity to pursue an integrated program of study, specifically in the field of Professional School Counseling. The program has been approved by the Pennsylvania Department of Education for public school certification.

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

For the 60 credit program, graduates will also be prepared to sit for the National Counselor Examination (NCE). Although not yet accredited through CACREP, the structure and content of the MEd in Professional School Counseling program is aligned with the CACREP 2016 Standards.

Program Learning Outcomes: The Master of Education in Professional School Counseling Program will equip students who:

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

Educational Philosophy

The Educational Philosophy of the M.Ed. Professional School Counseling Program is to:

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

Curricular Structure and Degree Requirements

| Curricular Structure | Credits |
|---|-----------|
| Biblical and Theological Foundations Courses | 3 |
| Intro to Prof. Counseling Core Courses - Tier One | 15 |
| Professional Core Courses - Tier Two | 15 |
| Advanced Professional Courses - Tier Three | 9 |
| Professional Practice Courses | 6 |
| Program Total | 48 |

The Admission Requirements section below contains information about pre-requisite courses that students must complete prior to taking graduate courses in this program.

The Professional School Counseling Program has three credit options:

| | | |
|------------|---|---|
| 42 credits | Students take the courses above except for the Professional Practice Courses. | Students not eligible for certification or licensure. |
| 48 credits | Students take courses as noted above. | Students eligible for certification only. |
| 60 credits | Students take an additional 12 credits. See below. | Students eligible for certification and licensure. |

Biblical and Theological Foundations Courses (3 credits)

This chart outlines how prior college-level credits in Bible and theology, as represented on a transcript, apply to the Biblical and Theological Foundations course requirement.

| | |
|--|-------------------------------------|
| 15 or less credits of Bible and theology | BTC 503 Foundations for Integration |
| 16-29 credits of Bible and theology | BTC 504 Perspectives on Integration |
| 30 or more credits of Bible and theology | Requirement satisfied. |

If students have satisfied the Bible and theology requirement, they must take a CPS elective to meet the credits required for their program.

Intro to Prof. Counseling Core Courses - Tier One (15 credits)

These courses must be taken first as part of the Preliminary Acceptance Phase.

| | | |
|---------|--|---|
| CPS 501 | Orientation to Professional Counseling Identity, Function & Ethics | 3 |
| CPS 508 | Counseling Skills in Helping Relationships | 3 |
| CPS 515 | Counseling Theory and Techniques | 3 |
| CPS 530 | Professional Ethics and Legal Issues in Counseling | 3 |
| PSC 555 | Group Counseling in the Schools | 3 |

Professional Core Courses - Tier Two (15 credits)

These courses can be taken only after being granted Candidacy.

| | | |
|---------|--|---|
| CPS 510 | Human Growth and Development across the Lifespan | 3 |
| CPS 525 | Assessment Techniques in Counseling I | 3 |
| CPS 583 | Multicultural Foundations of Counseling | 3 |
| PSC 504 | Research and Program Evaluation | 3 |

| | | |
|---------|-------------------------------|---|
| PSC 556 | Career Development in Schools | 3 |
|---------|-------------------------------|---|

Advanced Professional Courses - Tier Three (9 credits)

These courses can be taken only after being granted Candidacy and completing Tier Two.

| | | |
|---------|--|---|
| PSC 523 | Leadership and Advocacy in Education | 3 |
| PSC 526 | Collaboration, Consultation, and Coordination | 3 |
| PSC 535 | Exceptional Students: Population, Policies, & Procedures | 3 |

Professional Practice Courses (6 credits)

These courses can be taken only after completing Tier One and Tier Two courses.

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

Licensure Courses (12 credits)

For students completing the 60 credit program, choose four courses (12 credits).

| | | |
|---------|---|---|
| CPS 540 | Marriage Counseling & Psychotherapy | 3 |
| CPS 546 | Theories of Personality | 3 |
| CPS 550 | Family Counseling & Psychotherapy | 3 |
| CPS 551 | Assessment Techniques in Counseling II | 3 |
| CPS 552 | Marriage and Family Issues | 3 |
| CPS 553 | Counseling & Psychotherapy for the Individual | 3 |
| CPS 572 | Counseling Addictions | 3 |
| CPS 575 | Counseling Children and Adolescents | 3 |
| CPS 577 | Human Sexuality | 3 |

Practicum and Internships

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

PSC 601 students will participate in school counseling practice experiences that provide for the application of theory and the development of counseling skills under the supervision of a certified school counselor. The Professional Service I experience will provide students the opportunity to demonstrate their abilities to provide counseling services for a diverse population of students. The student will track hours of field work in addition to completing classroom-based assignments.

PSC 602 students will complete supervised experiences that provide the opportunity to demonstrate the ability to design and implement a comprehensive school counseling program with a grand total of 700 hours with direct student interaction in 601 and 602. Each student is required a minimum of 100 hours at each level, elementary, middle, and high school. Students will provide individual and group counseling, classroom guidance lessons and systemic advocacy interventions. Students will receive supervision and performance reviews as part of these courses. (6 credits)

Course Prerequisite(s):

- The student must have a minimum GPA of 3.0 and documented completion of Candidacy acceptance before taking Field Service I (PSC 601).
- Submission of active clearances
- Completion of School Counseling Professional Service Memorandum of Agreement.

Summary MEd Professional Service Requirements (PSC 601 and PSC 602): The minimum required hours is 700 hours with a minimum of 100 direct hours in each of the following areas: elementary, middle school, and high school. The minimum direct service hours is 300 hours. Students must obtain signed supervisor evaluations from the following areas: elementary, middle school, and high school. Students must obtain student evaluations from the following areas: elementary, middle school, and high school. Students must complete observation reports in at least four of the following areas: classroom lesson observation, IEP/RTII/504 meeting, group counseling session, school board meeting, principal meeting. Students must show proof of ASCA membership. Students must participate in an exit interview. PSC 602 is graded. Students could receive an incomplete for the class.

Admission Retention and Graduation

Admission Requirements

Admission into a master's degree program is consistent with the general admissions policy and practice of LBC | Capital. Admission criteria is located in the Admissions Information section of the catalog. This program has the following additional admissions requirements.

The application process for the MEd in School Counseling program has four phases: 1. Initial application phase (IAP), 2. Interview phase (IP; parts 1-2), 3. Preliminary acceptance phase (PAP), and 4. Candidacy phase (CP). The application process for the M.Ed. School Counseling program has four phases: Initial application phase (IAP), interview phase (IP; parts 1-2), preliminary acceptance phase (PAP), and candidacy phase (CP).

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

- Online Application
- Personal statement of spiritual journey and statement of faith.
- Two professional references completed online by the applicant's supervisor and pastor
- Transcript of an accredited bachelor's degree. Graduate transcripts needed if seeking transfer credit approval
- The TOEFL examination is required only if English is not the applicant's native language or if the applicant has not completed a degree program taught in English. TOEFL scores must be from tests administered within two years of the application deadline. If required, their test score must meet the following minimum for admission: Paper Score 550; Computer Score 213; or Internet Score 79. International students must also complete the Duolingo test with a score of 105. The applicant's skill score in writing will also be considered in the admissions decision. The official TOEFL score report must be sent directly from the Educational Testing Service.

Pre-Program Requirements: Students must demonstrate completion of these requirements prior to taking a graduate course.

1. Counseling/Psychology Prerequisites Required before any Classes: PSYC ____ Undergraduate course in counseling/psychology 3 credits

Individuals seeking admission to the M.Ed. program must complete each step of the application process by submitting a complete application by:

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

Application Process

Interview Phase Part 1 (IP1):

The prospective student is invited for an on-campus interview with the admission committee. Before the meeting, the applicant is asked to type a scholarly paper using APA format in Microsoft Word reviewing an article related to the field. Writing samples help to assess for graduate-level skills related to comprehension, adaptability, critical thinking, and scholarly writing.

Interview Phase Part 2 (IP2):

After completion of the writing sample, the student has to appear before the admission committee for a face-to-face interview. During the interview process, the committee assesses interpersonal skills, critical thinking, and self-awareness. Those who have met the interview criteria will be welcomed to the preliminary acceptance phase.

Preliminary Acceptance Phase (PAP):

This phase enables provisional acceptance to the graduate program. Students must satisfy academic requirements of the 1st Tier Professional Core courses and then complete the steps for candidacy to continue in the MEd School Counseling Degree Program.

Candidacy Process (CP):

Upon receiving provisional acceptance to the graduate program, new MEd School Counseling students will be required to complete the candidacy requirements and receive formal approval to obtain full candidacy acceptance into the MEd program.

Application Response

After completion of the Interview Phase 2. The admission committee will communicate the decision to the Global Admissions team who then communicates the decision of the committee within 7-15 days to the student.

Transfer Credits

Transfer credit is awarded in accordance with the general transfer policy in the Academic Policies and Procedures section of the catalog. Transfer credits are reviewed and approved by the Program Director. This program has the following program specific transfer credit information.

| Graduate Program | Program Credits | # of Transfer Credits | Min. Grade of Transfer Credits |
|--------------------------------|----------------------------|-----------------------|--------------------------------|
| Professional School Counseling | 42 cr. or 48 cr. or 60 cr. | 18 graduate credits | B |

The course must be relevant to the degree program that the applicant is applying for as determined by the program director. The Counseling and Social Work Department reserves the right to approve or decline the transfer credits, which will be communicated to the students during the interview process.

Program Retention

Academic progress in this program is monitored after each term. The Academic Probation policy and Academic Dismissal policy found in this catalog are applied to all LBC | Capital students. In addition this program has the following program retention requirements:

Candidacy Process:

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

1. Complete all 1st Tier Professional Core courses (15 credits) to demonstrate academic fitness and interpersonal fitness. Students must obtain a grade of B or higher. Each student will also be rated by their professors on various interpersonal and academic performance standards via the Critical Competencies Review form in each of the Tier 1 courses.
2. Obtain two (2) background checks are required prior to your candidacy interview and are necessary for approval for field placement. (If living or working in a different state, please review your state requirements for obtaining clearances). PA Child Abuse Clearance (Act 151), PA Criminal Background Check (Act 34), Proof of completed Mandated Reporter Training, FBI Fingerprinting.
3. Complete Personality and Career Assessment to ensure the student is at a socio-emotional and behavioral level fit for the profession.

- a. MMPI-2: Before exiting the Pre-Candidacy phase, the student will need to obtain a personality evaluation, comprising of the Minnesota Multiphasic Personality Inventory – 2nd Edition Restructured Form (MMPI-2-RF). The student’s advisor will review the results of this assessment and discuss at the Candidacy interview. The results of the personality evaluation may verify the student’s continuation within the program and/or evidence a need for additional counseling, or it may show evidence that another area of pursuit would be in the student’s best interest. Failure to complete this requirement will result in the student’s inability to take additional courses.
 - b. 16-PF: The student is also required to take the 16-Personality Factors Assessment. The assessment is reviewed with the student during the candidacy interview. We utilize the Human Resource Development Report that will assess personality and the associated relationship with common workplace factors to ensure that the chosen career path correlates with common counseling environments.
4. Submit the Candidacy Application to the Counseling & Social Work department for review.
 5. Schedule and participate in a candidacy interview. After the required assessments are completed and all materials received by the Department Assistant, the student will be allowed to schedule an appointment to be interviewed for Candidacy. This meeting is an intentional pause to assess academic, intrapersonal, and interpersonal fitness to continue in the program. During the Candidacy meeting, the student will be interviewed by the Program Director. The interview will consist of reviewing current grades in the core courses, review of interpersonal and academic rating (via a standardized form) completed by professors, overall program fit, and the results of the MMPI-2 and the 16 PF.

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

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

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

Counselor Preparation Comprehension Examination

Prior to practicum and internships, students must take the Counselor Preparation Comprehension Examination (CPCE) after completing Tier 1 and Tier 2 courses. The purpose of the exam is to assess the student’s knowledge of counseling to ensure minimum competence in the field. The CPCE will cover the eight required core areas outlined in CACREP 2016 Standards. Furthermore, the CPCE will also provide collective feedback that can be used by the program in developing/adapting curriculum. The CPCE is offered once each Spring, Summer, and Fall semester. More specifically, students can expect the exam to take place on a weekday between 5:30-10:00pm at Lancaster Bible College’s campus.

Graduation Requirements

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

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

Faculty

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

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

Resident Faculty:

Melissa Boas, MEd
Day Butcher, EdD, LPC, LCAT, ATR-BC
Praveen Rudra, MA, LPC
Jon Shacklett, MA, LPC, CAADC, ACS

Adjunct and Visiting Faculty:

Tony Byler, MD
Faith Ann Day, MA, LPC
Lori DeWald, MA, NCC, LBS
Sean Dougherty, MS, MEd
Carol Geiger, MA, Med, LPC
Kevin Gushiken, PhD
Abby Keiser, MS
Karen Mummau, MSW, LCSW
Brittany Ober, MA
Jessica Todorov, MA

Social Work (MSW)

Credential: Master of Social Work

Licensure: Students will be eligible to take the Licensed Social Work (LSW) exam once the MSW program has been accredited. The program is in the process of accreditation.

Location: Online

Program Director: Kurt Miller, DSW

Program Mission Statement: The MSW Program at LBC | Capital exists to equip graduate social work students to serve society and the Church through advanced social work practice within the purpose and values of the social work profession and the context of a biblical worldview.

Program Purpose: This program prepares students to be leaders in the field of social work in a wide range of settings. By developing a biblical framework, leadership skills, evidence-based practice, experiential learning, and ethic of self-care, students will be equipped to provide leadership in professional social service contexts.

Program Core Competencies

Competency 1 – Demonstrate Ethical and Professional Behavior

Competency 2 – Engage Diversity and Difference in Practice

Competency 3 – Advance Human Rights and Social, Economic, and Environmental Justice

Competency 4 – Engage In Practice-informed Research and Research-informed Practice

Competency 5 – Engage in Policy Practice

Competency 6 – Engage with Individuals, Families, Groups, Organizations, and Communities

Competency 7 – Assess Individuals, Families, Groups, Organizations, and Communities

Competency 8 – Intervene with Individuals, Families, Groups, Organizations, and Communities

Competency 9 – Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Competency 10 – Synthesize Social Work Values and One’s Biblical Worldview When Working with Individuals, Families, Groups, Organizations, and Communities.

Curricular Structure and Degree Requirements

The Master of Social Work program has two specializations: Advanced Child and Family Practice and Clinical Social Work. Depending on prior coursework, students enter the program as either Regular Standing or Advanced Standing. See the information below for more details.

Advanced Child and Family Practice, Regular Standing (60 credits)

Advanced Child and Family Practice builds upon the core generalist practice competencies and supports the development of practitioner effectiveness in all aspects of child and family practice. Practitioners are trained in multiple areas from policy development, advocacy, administrative work, and individual, family and group work for those client systems touched by the complex child and family system. This specialization touches all levels of practice, advancing the social work core values and supporting the vital purpose for which social work exists. The curriculum will provide opportunities for students to gain advanced knowledge by building upon their experiences in the field. Both coursework and fieldwork will offer students opportunities for skill refinement. Students will reflect on the importance of child and family staff at all levels of organizational as each member commits to the safety, permanency, and well-being of children to achieve positive outcomes. The curriculum will encourage the development of critical thinking and challenge the students’ affective responses to the complex issues that children and families face within the child and family system.

For the Regular Standing student, fourteen courses comprise the MSW degree with four internship placements addressing all three levels of practice. The 900 internship hours and the three 2-credit required elective courses complete the degree. To address the program’s tenth competency, students also complete three credits of Bible and theological coursework and are afforded opportunities throughout the program to synthesize a biblical worldview through their assignments.

| | | |
|---------|-------------------------------------|---|
| BTC 503 | Foundations for Integration | 3 |
| | OR | |
| BTC 504 | Perspectives on Integration | 3 |
| SWK 500 | Foundations of Social Work | 3 |
| SWK 501 | MSW Orientation | 0 |
| SWK 510 | Human Diversity and Social Justice | 3 |
| SWK 515 | Theories and Life Stage Development | 3 |
| SWK 520 | Social Welfare Policy: Foundations | 3 |
| SWK 525 | Micro and Mezzo Generalist Practice | 3 |
| SWK 526 | Macro Generalist Practice | 3 |
| SWK 530 | Research Methods | 3 |
| SWK 550 | Foundation Field Seminar A | 3 |

| | | |
|----------|--|---|
| SWK 550F | Foundation Field Internship A | 0 |
| SWK 551 | Foundation Field Seminar B | 3 |
| SWK 551F | Foundation Field Internship B | 0 |
| SWK 611 | Diversity in Child and Family Settings | 3 |
| SWK 613 | Advanced Child and Family Policy | 3 |
| SWK 628 | Advanced Child and Family Practice: Individuals and Families | 3 |
| SWK 629 | Advanced Child and Family Practice: Systems and Groups | 3 |
| SWK 630 | Advanced Practice: Organizations and Communities | 3 |
| SWK 640 | Advanced Research and Program Evaluation | 3 |
| SWK 660 | Specialization Seminar A | 3 |
| SWK 660F | Specialization Internship A | 0 |
| SWK 661 | Specialization Seminar B | 3 |
| SWK 661F | Specialization Internship B | 0 |
| SWK ELEC | SWK Elective | 2 |
| SWK ELEC | SWK Elective | 2 |
| SWK ELEC | SWK Elective | 2 |

Advanced Child and Family Practice, Advanced Standing (33 credits)

Advanced Child and Family Practice builds upon the core generalist practice competencies and supports the development of practitioner effectiveness in all aspects of child and family practice. Practitioners are trained in multiple areas from policy development, advocacy, administrative work, and individual, family and group work for those client systems touched by the complex child and family system. This specialization touches all levels of practice, advancing the social work core values and supporting the vital purpose for which social work exists. The curriculum will provide opportunities for students to gain advanced knowledge by building upon their experiences in the field. Both coursework and fieldwork will offer students opportunities for skill refinement. Students will reflect on the importance of child and family staff at all levels of organizational as each member commits to the safety, permanency, and well-being of children to achieve positive outcomes. The curriculum will encourage the development of critical thinking and challenge the students' affective responses to the complex issues that children and families face within the child and family system.

For the Advanced Standing student, they participate in six core courses, two advanced internship courses (500 hours of field work) and three, 2-credit electives to complete the degree. To address the program's tenth competency, students also complete three credits of Bible and theological coursework and are afforded opportunities throughout the program to synthesize a biblical worldview through their assignments.

| | | |
|----------|--|---|
| BTC 503 | Foundations for Integration | 3 |
| | OR | |
| BTC 504 | Perspectives on Integration | 3 |
| SWK 501 | MSW Orientation | 0 |
| SWK 611 | Diversity in Child and Family Settings | 3 |
| SWK 613 | Advanced Child and Family Policy | 3 |
| SWK 628 | Advanced Child and Family Practice: Individuals and Families | 3 |
| SWK 629 | Advanced Child and Family Practice: Systems and Groups | 3 |
| SWK 630 | Advanced Practice: Organizations and Communities | 3 |
| SWK 640 | Advanced Research and Program Evaluation | 3 |
| SWK 660 | Specialization Seminar A | 3 |
| SWK 660F | Specialization Internship A | 0 |
| SWK 661 | Specialization Seminar B | 3 |
| SWK 661F | Specialization Internship B | 0 |
| SWK ELEC | SWK Elective | 2 |
| SWK ELEC | SWK Elective | 2 |
| SWK ELEC | SWK Elective | 2 |

Clinical Social Work, Regular Standing (60 credits)

Clinical Social Work builds upon the core generalist practice competencies and supports the development of student understanding of the social work purpose and values inherent in the profession. This specialization will support student learning at all three levels of practice: micro, mezzo, and macro. Coursework design is shaped by the social work core values with an emphasis on service, social justice, dignity and worth of all people, valuing human relationships, supporting integrity and competence, and utilizing a scientific approach to knowledge and skill demonstration. Knowledge, values, skills and cognitive/affective processes are integrated into the curriculum which advances the student's clinical skills through course assignments and field experiences.

For the Regular Standing student, thirteen courses comprise the MSW degree in addition to four internship placements addressing all three levels of practice with a total of 900 hours of internship. Each student will be required to complete three two-credit electives to complete the degree. Given the context of the Program within the institution, all graduate students are required to complete three credits of Biblical and theological coursework and are afforded opportunities through coursework to synthesize a biblical worldview through their assignments.

| | | |
|----------|---|---|
| BTC 503 | Foundations for Integration OR | 3 |
| BTC 504 | Perspectives on Integration | 3 |
| SWK 500 | Foundations of Social Work | 3 |
| SWK 501 | MSW Orientation | 0 |
| SWK 510 | Human Diversity and Social Justice | 3 |
| SWK 515 | Theories and Life Stage Development | 3 |
| SWK 520 | Social Welfare Policy: Foundations | 3 |
| SWK 525 | Micro and Mezzo Generalist Practice | 3 |
| SWK 526 | Macro Generalist Practice | 3 |
| SWK 530 | Research Methods | 3 |
| SWK 550 | Foundation Field Seminar A | 3 |
| SWK 550F | Foundation Field Internship A | 0 |
| SWK 551 | Foundation Field Seminar B | 3 |
| SWK 551F | Foundation Field Internship B | 0 |
| SWK 610 | Cross Cultural Counseling | 3 |
| SWK 620 | Advanced Policy: Social, Economic, and Environmental Justice | 3 |
| SWK 625 | Clinical Practice: Individuals and Families | 3 |
| SWK 626 | Clinical Practice: Groups | 3 |
| SWK 630 | Advanced Practice: Organizations and Communities | 3 |
| SWK 640 | Advanced Research and Program Evaluation | 3 |
| SWK 660 | Specialization Seminar A | 3 |
| SWK 660F | Specialization Internship A | 0 |
| SWK 661 | Specialization Seminar B | 3 |
| SWK 661F | Specialization Internship B | 0 |
| SWK ELEC | SWK Elective | 2 |
| SWK ELEC | SWK Elective | 2 |
| SWK ELEC | SWK Elective | 2 |

Clinical Social Work, Advanced Standing (33 credits)

Clinical Social Work builds upon the core generalist practice competencies and supports the development of student understanding of the social work purpose and values inherent in the profession. This specialization will support student learning at all three levels of practice: micro, mezzo, and macro. Coursework design is shaped by the social work core values with an emphasis on service, social justice, dignity and worth of all people, valuing human relationships, supporting integrity and competence, and utilizing a scientific approach to knowledge and skill demonstration. Knowledge, values, skills and cognitive/affective processes are integrated into the curriculum which advances the student's clinical skills through course assignments and field experiences.

For the Advanced Standing student there are six core courses, two advanced internship courses (500 hours of field work) and three two-credit electives to complete the degree. Given the context of the Program within the institution, all graduate students are required to complete three credits of Biblical and theological coursework and are afforded opportunities through coursework to synthesize a biblical worldview through their assignments.

| | | |
|----------|--|---|
| BTC 503 | Foundations for Integration | 3 |
| | OR | |
| BTC 504 | Perspectives on Integration | 3 |
| SWK 501 | MSW Orientation | 0 |
| SWK 610 | Cross Cultural Counseling | 3 |
| SWK 620 | Advanced Policy: Social, Economic, and Environmental Justice | 3 |
| SWK 625 | Clinical Practice: Individuals and Families | 3 |
| SWK 626 | Clinical Practice: Groups | 3 |
| SWK 630 | Advanced Practice: Organizations and Communities | 3 |
| SWK 640 | Advanced Research and Program Evaluation | 3 |
| SWK 660 | Specialization Seminar A | 3 |
| SWK 660F | Specialization Internship A | 0 |
| SWK 661 | Specialization Seminar B | 3 |
| SWK 661F | Specialization Internship B | 0 |
| SWK ELEC | SWK Elective | 2 |
| SWK ELEC | SWK Elective | 2 |
| SWK ELEC | SWK Elective | 2 |

Admissions, Retention, and Graduation

Admission Requirements

Admission into a master's degree program is consistent with the general admissions policy and practice of LBC | Capital. Admission criteria is located in the Admissions Information section of the catalog.

In addition, the MSW Program identifies the following criteria used for admission:

- Applicants must complete an online application form with a \$40 application fee. To apply online, go to the following link: <https://www.lbc.edu/capital/admissions/>. Applicants follow the process for the application which outlines the process for gathering documentation outlined below.
- Applicants must produce transcript(s) that verify that they have earned a baccalaureate degree from a college or university accredited by a recognized regional accrediting association. Applicants who have earned degrees through CSWE's International Social Work Degree Recognition and Evaluation Service or those covered under a memorandum of understanding with international social work accreditors can apply. Applicants provide this documentation on their initial application that is reviewed by the LBC Capital Enrollment office.
 - **Regular Standing status:** Students must have earned an overall GPA of 2.5 or greater on a 4.0 scale in their undergraduate studies to be admitted. Applicants who are otherwise qualified but lack the requisite GPA average may be granted provisional admission. If granted provisional admission, the applicant must earn a 3.0 or greater GPA by the conclusion of the first 12 credits.
 - **Advanced Standing status:** To be considered for advanced standing enrollment, applicants will have earned a baccalaureate degree from a CSWE accredited social work program with an overall GPA of 3.0 and a major GPA of 3.25 or higher (on a 4.0 scale). A letter of recommendation from the applicant's BSW Program Director or designee is required. Applicants who are otherwise qualified but lack the requisite GPA average may be granted provisional admission. If granted provisional admission, the applicant must earn a 3.0 or greater GPA by the conclusion of the first 12 credits.
- Applicants must complete an autobiographical statement which includes their spiritual journey and statement of faith that is included in the initial application, reviewed by the LBC | Capital Enrollment office.
- Applicants provide two professional references completed online by someone who has supervised their work in the past (professional reference) and by a pastor/spiritual mentor who personally attests to their character.
- The TOEFL examination is required if English is not the applicant's native language or if the applicant has not completed a degree program taught in English. TOEFL scores must be from tests administered within two years of the application deadline. The official TOEFL score report must be sent directly from the Educational Testing Service.

Applicants seeking admission to the MSW program must complete each step of the application process by submitting a complete application by:

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

Once applicants complete all the steps outlined above, then the student services office forwards the information to the MSW Program Director who reviews the application and either approves the application to go through the MSW Admissions Committee process or denies the application because previous criteria were not met. If an application is denied by the MSW Program Director, direct contact will be made with the applicant within 72 hours of information to deny further processing.

Application Process

Once a prospective student application is received by the MSW Program Director, the application review process is initiated. An electronic file with the applicant's information will be created, and the file will be kept in a password protected computer maintained by the MSW Program Director and Department Assistant. The following steps and procedures are then completed:

1. The MSW Program Director acknowledges the application is received via e-mail to the applicant with information describing the next steps of the application process.
2. The MSW Program Director completes an initial application checklist to determine if the student meets Regular Standing or Advanced Standing criteria as well as other program requirements (i.e., GPA, bachelor's degree, etc.).
3. The MSW Program Director forwards the applications to the MSW Program Admissions Committee for initial review.
4. The MSW Program Director will schedule an admission interview with the applicant upon the MSW Admission Committee's approval from the initial evaluation. During the interview, the committee assesses the applicants' interpersonal and critical thinking skills, level of self-awareness, and the intended focus of study. Those who have met the interview criteria will be welcomed to the Program in either the Regular or Advanced Standing program. Those who do not meet the interview criteria will be informed of the concerns and/or challenges presented for admission by the committee but will be formally notified by written correspondence.
5. After completion of the Interview Phase 2, the MSW Admission Committee will inform the LBC | Capital Enrollment office of the decision which will communicate the MSW admission committee's decision to the applicants within 7-15 days.

MSW Program applications will be processed through the LBC | Capital Enrollment office. There is no alternative application process. Additionally, each graduate program describes its own admission process.

Transferring students: The MSW Program will review applications from prospective students who express interest in transferring from other graduate programs. Prospective students expressing interest in transferring from other CSWE-Accredited programs will be reviewed by the MSW Program Director and the MSW admissions committee prior to a formal invitation to interview.

Application Response

Once a prospective student is interviewed by the MSW Program Admissions Committee, the outcome of the decision is reviewed in the following manner:

After the applicant interview, the MSW Program admissions committee will confer their decision. During this conversation, the committee will discuss the following:

- Quality of initial paperwork
- Quality of the interview
- Fit within the broader institution (i.e., spiritual journey and faith communication)
- Fit within the Program
- Conditions for admission

The MSW Program Director will maintain the rating scales in the applicant's electronic file.

If accepted, the MSW Program Director will notify the Global Admissions team. For applicants with contingent conditions outlined by the MSW admissions committee, the MSW Program Director will communicate the conditions to the applicant in written form.

If denied acceptance, MSW Program Director will inform the applicant with an official letter of denial through electronic mail.

Transfer Credits

Transfer credit is awarded in accordance with the general transfer policy in the Academic Policies and Procedures section of the catalog. Transfer credits are reviewed and approved by the MSW Program Director. This program has the following program specific transfer credit information.

| Graduate Program | Program Credits | # of Transfer Credits | Min. Grade of Transfer Credits |
|-------------------|------------------|--|--------------------------------|
| Social Work (MSW) | 33 cr. or 60 cr. | up to 12 graduate level, social work credits | B |

The credits must be relevant to the degree program as determined by the MSW Program Director. The MSW Program reserves the right to approve or decline the transfer credits, which will be communicated to the students during the interview process.

Biblical and Theological Foundations Course Requirement

This chart outlines how prior college-level credits in Bible and theology, as represented on a transcript, apply to the Biblical and Theological Foundations course requirement.

| | |
|--|-------------------------------------|
| 15 or less credits of Bible and theology | BTC 503 Foundations for Integration |
| 16-29 credits of Bible and theology | BTC 504 Perspectives on Integration |
| 30 or more credits of Bible and theology | Requirement satisfied |

Advanced Standing

To be considered for advanced standing enrollment, applicants will have earned a baccalaureate degree from a CSWE accredited social work program with an overall GPA of 3.0 and a major GPA of 3.25 or higher (on a 4.0 scale). A letter of recommendation from the applicant's BSW Program Director or designee is required.

Potential applicants can indicate their interest in Advanced Standing, either part-time or full-time. The following procedures are in place to notify students of Advanced Standing status.

- Upon receipt of the application, the MSW Program Director will review transcripts and verify that the applicant completed a BSW degree from a CSWE accredited school.
 - Students who provided documentation that they have had their international degrees recognized through CSWE's International Social Work Degree Recognition and Evaluation Service or covered under a memorandum of understanding with international social work accreditors, are eligible for Advanced Standing status.
- Once verified, the MSW Program Director brings this information to the MSW Admissions Committee for discussion and approval.

Once an applicant has been approved for Advanced Standing status, the MSW Program Director will notify the Global Admissions team in writing of the decision of the Admission Committee. For those applicants with contingent conditions outlined by the MSW Admissions Committee, the MSW Program Director will communicate them to the applicant in written form.

The MSW Program reserves the right to accept individuals into Regular Standing and Advanced Standing status. Only those students who provide documentation that they have had their international degrees recognized through CSWE's International Social Work Degree Recognition and Evaluation Services or covered under a memorandum of understanding with international social work accreditors are eligible for Advanced Standing status.

Program Retention

Academic progress in this program is monitored after each term. The Academic Probation policy and Academic Dismissal policy found in this catalog are applied to all LBC | Capital students.

Students must PASS their field internship in order to progress onto the next field internship placement or to graduate.

Graduation Requirements

The following requirements must be successfully completed in order to receive a graduate degree:

1. Satisfactory completion of all course work
2. Students must PASS their field internship in order to progress onto the next field internship placement or to graduate.
3. A minimum cumulative GPA of 3.0
4. Fulfillment of all financial obligations
5. Adherence to biblical standards and ethics in living one's lifestyle

Faculty

Program Director: Kurt Miller, DSW

Dr. Miller has over 30 years of experience in the field of social work. He has spent 11 years in direct service within the field of foster care programming, aging services, and child welfare. He served in middle and upper management within the field of child welfare for 13 years within a public organization. Concurrently, he served in the role of an interim executive director for a local non-profit counseling service while the agency searched for an executive director. He retired from the role of Director of Social Service in 2012 after 20 years from that organization to assume leadership in the Social Work Program at Lancaster Bible College. Dr. Miller completed his MSW at Temple University with a specific concentration of focus was on Administration. He completed his DSW in 2019 from Capella University with a focus on public service leadership.

Faculty:

Professor Lisa Hanna Witmer, MSW Field Director

Professor Witmer has extensive work in the field of child welfare and clinical consultation, specifically with victims of abuse. She provided direct service as a caseworker, group coordinator, family support worker, and family therapist at Lancaster County Children and Youth Agency. She continued her experience as a clinical consultant at Samaritan Counseling Center/Samaritan Safe Places. Currently, she serves as the Field Instructor for student interns in their various MSW Program who are part of the Child Welfare Excellence for Leadership (CWEL) program administered through the University of Pittsburgh through her consultation with Lancaster CYA. Professor Witmer received her BSW from Elizabethtown College, her MSW from Widener University and is a licensed social worker.

Dr. Christina Helfrick, LSW

Dr. Helfrick received her Master's in Social Work from Shippensburg University in 2012, and her Bachelor's in Psychology from Penn State University in 2010. In 2022, she completed her doctoral journey at Millersville University, studying intervention research with the goal of building the social capital of homeless youth in school systems. She is a licensed social worker, spending nearly a decade in practice as a school social worker. Christina has been working with at-risk children and youth for more than 20 years, with experience that spans the mental health, foster care, homeless, and immigrant serving systems. She is currently the board president for the Pennsylvania Association of School Social Work Personnel, and vice president of Friends of Donegal, a grassroots community collaborative that is addressing poverty and homelessness in the Donegal community. Christina continues to develop Champions for Teens, a homeless advocate program she created through her doctoral research and collaborates with researchers and community members to innovate programs locally and nationally.

Dr. Vanessa Saylor, EdD, MSW, LSW, CCM

Dr. Saylor has more than 30 years of experience in the social services field, of which she has been a degreed professional social worker for 26 of these years. Dr. Saylor has worked in a variety of direct service settings including welfare to work, housing, foster care, youth development, and school social work. Dr. Saylor is an experienced leader in program development, grant-writing and administration, supervision and management, and community collaboration and mobilization. Dr. Saylor has experience in the health care industry where she has practiced in inpatient and ambulatory settings and health equity program management. She is a Certified Case Manager (CCM) which is the industry certification for case management. She was recognized both at the hospital-level and in the regional suburban Philadelphia area for her health care work. Dr. Saylor holds BSW and MSW degrees from Temple University. Her MSW concentration was in administration, planning, and policy. She holds a Doctor of Education in Pastoral Care and Counseling from Liberty University. She has been an adjunct instructor in the Human Services program at Montgomery County Community College; adjunct professor, external field instructor, and subject matter expert for the undergraduate Social Work program at Liberty University.

Education

Curriculum & Instruction (MEd)

Credential: Master of Education

Certification: This program does not lead to certification or licensure.

Location: Online

Program Director: Robin Bronkema, PhD

Program Mission Statement: The Master of Education in Curriculum & Instruction prepares Christian teachers to be reflective, relational, and relevant practitioners who utilize their expertise in the areas of curriculum, instruction, and assessment to influence student learning at both the classroom level and the school level.

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

1. Articulate deep and broad knowledge of the curriculum design process, effective instructional techniques, and research-based assessments.
2. Analyze curricular and instructional foundations, and other issues, impacting teaching and learning from a biblical worldview.
3. Evaluate curricula for their ability to support learning for all students, effective and equitable instructional practices, and assessments to guide instruction and improve student learning.
4. Develop the ability to provide learning opportunities that address different approaches to learning and create instructional opportunities that are equitable and adapted to diverse learners, including those with exceptionalities.
5. Collaborate with colleagues to promote the use of highly effective practices to improve learning for all students.
6. Engage in systematic inquiry to solve problems of practice.

Additional Program Information: The Curriculum and Instruction MEd program equips Christian students with specialized expertise and skills to lead in the areas of curriculum and instruction. The program is designed for Christian educators who wish to enhance their professional knowledge and competence; grow in their ability to analyze, interpret, and use data to improve student achievement; and develop their skills to influence student learning at both the classroom level and the school level.

With an emphasis on developing teacher-leaders, the MEd prepares students to:

- Lead curriculum teams
- Develop curriculum
- Provide instructional coaching
- Design professional development related to curriculum, instruction, and assessment
- Use data to inform instruction
- Apply research findings to issues in curriculum and instruction
- Address the practical problems of education intentionally and systematically through action research
- Meet the needs of diverse learners
- Identify, analyze, and apply successful curricular models, instructional approaches, and assessment strategies
- Collaborate with colleagues and school families
- Demonstrate effective student advocacy skills

Students will be prepared to employ these skills and practices in roles such as: curriculum committee leader, instructional coach, curriculum designer, professional development facilitator, data team member, department chair or grade level team leader, and other roles requiring proficiency in curriculum and instruction. This program will also prepare students to conduct action research and inquiry as master classroom teachers, bring educational expertise to a wide range of learning organizations, and pursue doctoral studies.

In addition to developing a professional portfolio, students will complete a master's action research project in which a practical education problem or issue is carefully addressed. The goal of the project is to integrate the student's learning experiences and apply them to a problem of practice related to curriculum and instruction. As such, the project, proposed by the student, draws from the breadth and depth of the MEd courses.

Curricular Structure and Degree Requirements

| Curricular Structure | Credits |
|--|-----------|
| Biblical and Theological Foundation Course | 3 |
| Professional Core Courses | 21 |
| Elective Courses | 12 |
| Program Total | 36 |

Biblical & Theological Foundation Course (3 credits)

This chart outlines how prior college-level credits in Bible and theology, as represented on a transcript, apply to the Biblical and Theological Foundations course requirement.

| | |
|--|-------------------------------------|
| 15 or less credits of Bible and theology | BTC 503 Foundations for Integration |
| 16-29 credits of Bible and theology | BTC 504 Perspectives on Integration |
| 30 or more credits of Bible and theology | Requirement satisfied |

Professional Core Courses (21 credits)

| | | |
|---------|--------------------------------------|---|
| EDU 519 | Foundations & Framework for Learning | 3 |
| EDU 529 | Collaborative Team Approach | 3 |
| EDU 540 | Curriculum Design | 3 |
| EDU 543 | Instructional Principles and Models | 3 |
| EDU 545 | Using Data to Improve Learning | 3 |
| EDU 598 | Seminar in Action Research | 3 |
| EDU 599 | Project in Action Research | 3 |

Electives Courses (12 credits)

Choose four of the following:

| | | |
|---------|--|---|
| SEC 537 | Technology for Teachers | 3 |
| EDU 550 | Socio-Cultural Perspectives on Education | 3 |
| EDU 560 | Teacher's Life and Work | 3 |
| SPE 510 | Practices for the Inclusionary Classroom | 3 |
| ESL 520 | Instruction and Assessment for the English Learner | 3 |

Admission, Retention, and Graduation

Admission Requirements

Admission into a master's degree program is consistent with the general admissions policy and practice of LBC | Capital. Admission criteria is located in the Admissions Information section of the catalog. Graduate students with a GPA lower than 3.0 may be admitted to the program under provisional status with Program Coordinator approval. In provisional admittance status, the student must maintain a 3.0 in the first 12 credits of the program in order to be fully admitted into the program.

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

Transfer Credits

Transfer credit is awarded in accordance with the general transfer policy in the Academic Policies and Procedures section of the catalog. Transfer credits are reviewed and approved by the Program Director. This program has the following program specific transfer credit information.

| Graduate Program | Program Credits | # of Transfer Credits | Min. Grade of Transfer Credits |
|--------------------------|-----------------|-----------------------|--------------------------------|
| Curriculum & Instruction | 36 cr. | 9 graduate credits | B |

Academic Advising

Students will be assigned a student success coach to monitor student progress and to provide encouragement through their studies. Student success coaches are available for in-person and email meetings. Students will receive and have access to the Handbook for policies and procedures. Additionally, the handbook contains advisement sheets. The Program Director will monitor student progress each semester and alert the student and the student success coach regarding any deficiencies to be addressed and criteria not being met.

Retention

Academic progress in this program is monitored after each term. The Academic Probation policy and Academic Dismissal policy found in this catalog are applied to all LBC | Capital students. Students must maintain a minimum cumulative GPA of 3.0.

Graduation Requirements

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

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

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

Faculty

Program Director: Dr. Robin Bronkema

Growing up, Dr. Bronkema thought most children enjoyed playing school as much as she did, but it turns out that favorite pastime was a reflection of the love of teaching the Lord had placed in her. She went on to become a teacher in public schools in PA and CT, and then supervised student teachers at a liberal arts college for several years. Discovering that her passion for education and serving the Lord could be combined in Christian Education, she moved into administrative roles in a Christian K-12 school. Those experiences gave birth to her doctoral research, which focused on the leadership development of female Christian school leaders. With a heart for college-age students, she is now thrilled to bring all of those experiences to bear here at LBC.

Outside of campus life, she enjoys long walks with her dog, tennis, and street hockey with her husband and three children, meals with friends, and a strong cup of Earl Grey tea.

PhD in Organizational Leadership, Eastern University
EdM in Human Development and Psychology, Harvard University Graduate School of Education
BA in Psychology and Linguistics, Swarthmore College

Faculty:

Robin Bronkema, PhD
Bob Dodson, EdD
Stacey Martin, EdD

Early Childhood Education (MEd)

Credential: Master of Education

Certification: Students enrolled in the Certification Track are eligible for PA Instructional I (PK-4)

Location: Online

Program Director: Angela Becker, EdD

Program Mission Statement: The MEd in Early Childhood Education program trains students from a philosophical base which reflects a biblical worldview to serve the community in various early childhood settings. This program offers a pathway to Pennsylvania teacher certification for individuals enrolled in the certification track. All coursework is offered in an online format which incorporates field placement opportunities within the student's community. One semester (Student Teaching, 16 weeks) must be completed in person within the state of Pennsylvania, in accordance with Pennsylvania Department of Education requirements.

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

1. Integrate knowledge of content, pedagogy, resources and learners to design coherent learning experiences that are aligned with outcomes and that reach all learners
2. Design safe, equitable, learning-focused environments developed through appropriate rapport between student and teacher, responsiveness to the needs and cultures of all learners, and effective classroom management techniques in an organized physical environment
3. Demonstrate effective instructional practices as characterized by a) clear verbal, nonverbal, and media communication b) reflective and responsive teaching using multiple instructional strategies, c) implementation of a variety of assessment measures, and d) engagement of students in higher level thinking and learning
4. Demonstrate professionalism by a) adhering to ethical, institutional and legal guidelines, b) maintaining accurate records, c) seeking opportunities to grow professionally, d) reflecting on his/her own practice, and e) collaborating with colleagues, parents, and the community to ensure learner growth and advance the profession
5. Demonstrate a biblical worldview in his/her personal and professional life

Curricular Structure and Degree Requirements

The MEd in Early Childhood Education program has two tracks: **Track #1** - MEd with no certification and **Track #2** - MEd with certification.

| Track #1 MEd with NO certification Curricular Structure | Credits |
|--|----------------|
| Biblical and Theological Foundations Course | 3 |
| Professional Core Courses | 15 |
| Program Courses | 21 |
| Program Total | 39 |

| Track #2 MEd with Certification Curricular Structure | Credits |
|---|----------------|
| Biblical and Theological Foundations Course | 3 |
| Professional Core Courses | 15 |
| Program Courses | 36 |
| Program Total | 54 |

Biblical & Theological Foundation Course (3 credits)

This chart outlines how prior college-level credits in Bible and theology, as represented on a transcript, apply to the Biblical and Theological Foundations course requirement.

| | |
|--|-------------------------------------|
| 15 or less credits of Bible and theology | BTC 503 Foundations for Integration |
| 16-29 credits of Bible and theology | BTC 504 Perspectives on Integration |
| 30 or more credits of Bible and theology | Requirement satisfied |

Professional Core Courses (15 credits)

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

Track #1 No Certification Program Courses (21 credits)

| | | |
|---------|---|---|
| EDU 520 | Foundations of Early Childhood Education | 3 |
| EDU 523 | Theoretical Foundations of Development and Learning | 3 |
| EDU 524 | Literacy Instruction in the PreK-4 Classroom | 3 |
| EDU 526 | Diagnostic Reading Assessment | 3 |
| EDU 530 | Mathematics Instruction in the PreK-4 Classroom | 3 |
| EDU 533 | Pedagogy for the Content Areas | 3 |
| SEC 537 | Technology for Teachers | 3 |

Track #2 With Certification Program Courses (36 credits)

| | | |
|---------|---|---|
| EDU 520 | Foundations of Early Childhood Education | 3 |
| EDU 523 | Theoretical Foundations of Development and Learning | 3 |
| EDU 524 | Literacy Instruction in the PreK-4 Classroom | 3 |

| | | |
|---------|--|---|
| EDU 526 | Diagnostic Reading Assessment | 3 |
| EDU 530 | Mathematics Instruction in the PreK-4 Classroom | 3 |
| EDU 533 | Pedagogy for the Content Areas | 3 |
| SEC 537 | Technology for Teachers | 3 |
| ESL 520 | Instruction and Assessment for the English Learner | 3 |
| SPE 510 | Practices for the Inclusionary Classroom | 3 |
| EDU 590 | Pre-Student Teaching Field Experience | 3 |
| EDU 591 | Student Teaching | 6 |

Admission, Retention, and Graduation

Admission Requirements

Admission into a master's degree program is consistent with the general admissions policy and practice of LBC | Capital. Admission criteria is located in the Admissions Information section of the catalog. Graduate students with a GPA lower than 3.0 may be admitted to the program under provisional status with Program Coordinator approval. In provisional admittance status, the student must maintain a 3.0 in the first 12 credits of the program in order to be fully admitted into the program.

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

Transfer Credits

Transfer credit is awarded in accordance with the general transfer policy in the Academic Policies and Procedures section of the catalog. Transfer credits are reviewed and approved by the Program Director. This program has the following program specific transfer credit information.

| Graduate Program | Program Credits | # of Transfer Credits | Min. Grade of Transfer Credits |
|------------------|-------------------|-----------------------|--------------------------------|
| Early Childhood | 42 cr. and 54 cr. | 9 graduate credits | B |

Academic Advising

Students will be assigned a student success coach to monitor student progress and to provide encouragement through their studies. Student success coaches are available for in-person and email meetings. Students will receive and have access to the Handbook for policies and procedures. Additionally, the handbook contains advisement sheets. The Program Director will monitor student progress each semester and alert the student and the student success coach regarding any deficiencies to be addressed and criteria not being met.

Retention

Academic progress in this program is monitored after each term. The Academic Probation policy and Academic Dismissal policy found in this catalog are applied to all LBC | Capital students. Students must maintain a minimum cumulative GPA of 3.0.

Graduation Requirements

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

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

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

Faculty

Program Director: Angela Becker, EdD

Faculty:

Robin Bronkema, PhD
Bob Dodson, EdD
Christine Kirkpatrick, EdD
Stacey Martin, EdD

English as Second Language PreK-12 (MEd)

Credential: Master of Education

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

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

** Graduate students not holding a PA certification will not be eligible for PA ESL Program Specialist certification. If they desire to enter the program to earn the degree only without certification, they will need to sign a waiver indicating that they understand they are not eligible for PA ESL Program Specialist certification.

Location: Online

Program Director: Robin Bronkema, PhD

Program Mission Statement: The Master of Education: English as a Second Language seeks to train students from a philosophical basis which reflects a biblical worldview to serve as teachers of English as a Second Language in public and private schools.

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

1. Demonstrate the ability to integrate knowledge of content, pedagogy, resources and learners to design coherent learning experiences that are aligned with outcomes and that reach all learners.
2. Demonstrate the ability to implement safe, equitable, learning-focused environments developed through appropriate rapport between student and teacher, responsiveness to the needs and cultures of all learners, and effective classroom management techniques in an organized physical environment.
3. Demonstrate effective instructional practices by a) clear verbal, nonverbal, and media communication; b) reflective and responsive teaching using multiple instructional strategies; c) implementation of a variety of assessment measures; d) engagement of students in higher level thinking and learning,
4. Demonstrate professionalism by a) adhering to ethical, institutional and legal guidelines; b) maintaining accurate records; c) seeking opportunities to grow professionally; d) reflecting on his/her own practice; e) collaborating with colleagues, parents, and the community
5. Integrate a biblical worldview. The teacher candidate will demonstrate a biblical worldview in his/her personal and professional life.

To be eligible for PA certification, field placement must be completed in person in Pennsylvania.

Curricular Structure and Degree Requirements

Curricular Structure

Credits

| | |
|---|-----------|
| Biblical and Theological Foundations Course | 3 |
| Professional Core Courses | 21 |
| Program Courses | 18 |
| Program Total | 42 |

Biblical & Theological Foundation Course (3 credits)

This chart outlines how prior college-level credits in Bible and theology, as represented on a transcript, apply to the Biblical and Theological Foundations course requirement.

| | |
|--|-------------------------------------|
| 15 or less credits of Bible and theology | BTC 503 Foundations for Integration |
| 16-29 credits of Bible and theology | BTC 504 Perspectives on Integration |
| 30 or more credits of Bible and theology | Requirement satisfied |

Professional Core Courses (21 credits)

| | | |
|---------|--|---|
| EDU 519 | Foundations & Framework for Learning | 3 |
| EDU 526 | Diagnostic Reading Assessment | 3 |
| EDU 529 | Collaborative Team Approach | 3 |
| EDU 550 | Socio-Cultural Perspectives on Education | 3 |
| EDU 560 | Teacher's Life and Work | 3 |
| EDU 598 | Seminar in Action Research | 3 |
| EDU 599 | Project in Action Research | 3 |

Program Courses (18 credits)

Students may choose any graduate level course with the prefix EDU, ESL, or SPE for the elective course.

| | | |
|---------|---|---|
| ESL 500 | Culture and Communication | 3 |
| ESL 515 | Language and Literacy Development for the English Learner | 3 |
| ESL 517 | Language Foundations for Teachers | 3 |
| ESL 520 | Instruction and Assessment for the English Learner | 3 |
| ESL 610 | ESL Internship & Seminar | 3 |
| | Elective | 3 |

Admission, Retention, and Graduation

Admission Requirements

Admission into a master's degree program is consistent with the general admissions policy and practice of LBC | Capital. Admission criteria is located in the Admissions Information section of the catalog. Graduate students with a GPA lower than 3.0 may be admitted to the program under provisional status with Program Coordinator approval. In provisional admittance status, the student must maintain a 3.0 in the first 12 credits of the program in order to be fully admitted into the program.

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

Transfer Credits

Transfer credit is awarded in accordance with the general transfer policy in the Academic Policies and Procedures section of the catalog. Transfer credits are reviewed and approved by the Program Director. This program has the following program specific transfer credit information.

| Graduate Program | Program Credits | # of Transfer Credits | Min. Grade of Transfer Credits |
|--------------------------|-----------------|-----------------------|--------------------------------|
| Curriculum & Instruction | 36 cr. | 9 graduate credits | B |

Academic Advising

Students will be assigned a Global Student Success Coach to monitor student progress and to provide encouragement through their studies. Success Coaches are available for video conference and email meetings. Students will receive and have access to the Handbook for policies and procedures. Additionally, the handbook contains advisement sheets. The Program Director will monitor student progress each semester and alert the student and Success Coach regarding any deficiencies to be addressed and criteria not being met. Prior to field placement, the Program Director will audit the student’s file to ensure completion of necessary requirements for graduation and certification.

Retention

Academic progress in this program is monitored after each term. The Academic Probation policy and Academic Dismissal policy found in this catalog are applied to all LBC | Capital students. Students must maintain a minimum cumulative GPA of 3.0.

Eligibility to enter Field Placement in ESL 520 Instruction & Assessment for the English Learner

1. Successful formal admission and retention in the MEd in ESL program
2. Minimum Cumulative GPA = 3.0
3. Renewed Child Abuse, Criminal Record, and Fingerprinting Clearances (within 6 months)
4. TB test (within 6 months)
5. Proof of Liability Insurance
6. Completion of all ESL 500, ESL 515, and ESL 517
7. In good standing with Lancaster Bible College

Graduation Requirements

Exit or graduation criteria:

1. Completion of all program requirements and field placement requirements
2. Minimum Cumulative GPA = 3.0
3. Minimum of basic on evaluation form from supervisor and mentor teacher

Eligibility to be Recommended for Certification

1. Submitted application to TIMS for PA teacher certification
2. The recommendation of the LBC Certification Officer

Program Completion

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

Faculty

Program Director: Robin Bronkema, PhD

Growing up, Dr. Bronkema thought most children enjoyed playing school as much as she did, but it turns out that favorite pastime was a reflection of the love of teaching the Lord had placed in her. She went on to become a teacher in public schools in PA and CT, and then supervised student teachers at a liberal arts college for several years. Discovering that her passion for education and serving the Lord could be combined in Christian Education, she moved into administrative roles in a Christian K-12 school. Those experiences gave birth to her doctoral research, which focused on the leadership development of female Christian school leaders. With a heart for college-age students, she is now thrilled to bring all of those experiences to bear here at LBC.

Outside of campus life, she enjoys long walks with her dog, tennis, and street hockey with her husband and three children, meals with friends, and a strong cup of Earl Grey tea.

PhD in Organizational Leadership, Eastern University

EdM in Human Development and Psychology, Harvard University Graduate School of Education

BA in Psychology and Linguistics, Swarthmore College

Faculty:

Robin Bronkema, PhD

Robert Dodson, EdD

Julia Hershey, EdD

Stacey Martin, EdD

Health and Physical Education (MEd)

Credential: Master of Education (MEd)

Certification: Students enrolled in the Certification Track are eligible for PA Instruction I (PK-12 HPE). Student enrolled in the Adapted Track are eligible for National Certification in Adapted Physical Education.

Location: Online

Program Director: Angela Becker, EdD

Program Mission Statement: The MEd in Health and Physical Education is designed to equip graduate candidates with sound pedagogy that reflects a biblical worldview to work in both public and private educational settings in the content areas of Health, Physical Education and Adapted Physical Education as well as community and ministry sport organizations.

The Master of Education in Health and Physical Education program offers students with an earned bachelor's degree the opportunity to further develop their knowledge and skills as a professional in their field. The program has been designed to fulfill the professional competencies of The Pennsylvania Department of Education regarding Health and Physical Education programs that meet PA state requirements, the National Society of Health and Physical Education (SHAPE), as well as the Adapted Physical Education standards (APENS). This program offers a pathway to Pennsylvania teacher certification for individuals enrolled in the certification track. All coursework is offered in an online format which incorporates field placement opportunities within the student's community. One semester (Student Teaching, 16 weeks) must be completed in person within the state of Pennsylvania, in accordance with Pennsylvania Department of Education requirements.

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

1. Demonstrate knowledge of current trends and technology in health, physical education, and sport
2. Design appropriate health, physical education and sport teaching and assessment materials for all ages and abilities
3. Integrate a biblical worldview in designing and teaching content in health, physical education, and sport
4. Apply knowledge and competence in the delivery of content in health, physical education, and sport
5. Incorporate practices of safety and equity in meeting the diverse needs of participants in the health, physical education, and sport setting
6. Analyze the needs of participants and adapt instruction to meet specific needs
7. Demonstrate professionalism in school and community settings
8. Develop collaborative relationships with professionals in the field of health, physical education, and sport

Curricular Structure and Degree Requirements

The MEd in Health and Physical Education has three tracks: **Track #1** MEd with No Certification, **Track #2** MEd with Certification, and **Track #3** MEd with Adapted Concentration.

| Track #1 MEd with NO Certification - Curricular Structure | Credits |
|--|----------------|
| Biblical and Theological Foundations Course | 3 |
| Education Courses | 9 |
| HPE Core Courses | 21 |
| HPE Track Courses | 12 |
| Program Total | 45 |

| Track #2 MEd with Certification - Curricular Structure | Credits |
|---|----------------|
| Biblical and Theological Foundations Course | 3 |
| Education Courses | 9 |
| HPE Core Courses | 21 |
| HPE Track Courses | 12 |
| HPE Certification Courses | 12 |
| Program Total | 57 |

| Track #3 MEd with Adapted PE | Credits |
|---|----------------|
| Biblical and Theological Foundations Course | 3 |
| Education Courses | 9 |
| HPE Core Courses | 21 |
| Adapted PE Courses | 12 |
| Program Total | 45 |

Biblical and Theological Foundations Course (3 credits)

This chart outlines how prior college-level credits in Bible and theology, as represented on a transcript, apply to the Biblical and Theological Foundations course requirement.

| | |
|--|-------------------------------------|
| 15 or less credits of Bible and theology | BTC 503 Foundations for Integration |
| 16-29 credits of Bible and theology | BTC 504 Perspectives on Integration |
| 30 or more credits of Bible and theology | Requirement satisfied |

Education Core Courses (9 credits)

| | | |
|---------|---|---|
| EDU 519 | Foundations & Framework for Learning | 3 |
| EDU 523 | Theoretical Foundations of Development and Learning | 3 |
| EDU 550 | Socio-Cultural Perspectives on Education | 3 |

HPE Core Courses (21 credits)

| | | |
|---------|---|---|
| HPE 500 | Administration, Ethics, and the Law in Health, Physical Education and Sport | 3 |
| HPE 510 | Technology in Health, Physical Education, and Sport | 3 |
| HPE 520 | Adapting and Assessing Student Learning for Diverse Populations in HPE | 3 |
| HPE 540 | Advanced Methods and Motor Learning in Elementary Physical Education | 3 |
| HPE 550 | Advanced Methods in Secondary Physical Education | 3 |
| HPE 565 | Supervision, Evaluation and Development of Students and Teachers | 3 |
| HPE 580 | Collaborative Partnerships | 3 |

Track #1 and Track #2 HPE Track Courses (12 credits)

| | | |
|---------|---|---|
| HPE 530 | Current Topics in Health Education, Physical Education, and Sport | 3 |
| HPE 560 | Advanced Methods in Health | 3 |
| HPE 680 | Research Design | 3 |
| HPE 690 | Research Project | 3 |

Track #2 HPE Certification Courses (12 credits)

| | | |
|---------|--|---|
| HPE 570 | Instruction and Assessment for the English Learner | 3 |
| EDU 590 | Pre-Student Teaching Field Experience | 3 |
| EDU 591 | Student Teaching | 6 |

Track #3 Adapted PE Concentration Courses (12 credits)

| | | |
|---------|---|---|
| HPE 525 | Diverse Attributes of Learners in Physical Education and Sport I | 3 |
| HPE 555 | Diverse Attributes of Learners in Physical Education and Sport II | 3 |
| HPE 660 | Apprenticeship I | 3 |
| HPE 670 | Apprenticeship II | 3 |

Admission, Retention, and Graduation

Admission Requirements

Admission into a master's degree program is consistent with the general admissions policy and practice of LBC | Capital. Admission criteria is located in the Admissions Information section of the catalog.

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

Transfer Credits

Transfer credit is awarded in accordance with the general transfer policy in the Academic Policies and Procedures section of the catalog. Transfer credits are reviewed and approved by the Program Director. This program has the following program specific transfer credit information.

| Graduate Program | Program Credits | # of Transfer Credits | Age of Transfer Credits | Min. Grade of Transfer Credits |
|-----------------------------------|-----------------|-----------------------|-------------------------|--------------------------------|
| Health & Physical Education (MED) | 45 or 57 cr. | 15 graduate credits | No more than 10 years | B |

Academic Advising

Students will be assigned a Global Student Success Coach to monitor student progress and to provide encouragement through their studies. Success Coaches are available for video conference and email meetings. Students will receive and have access to the Handbook for policies and procedures. Additionally, the handbook contains advisement sheets. The Program Director will monitor student progress each semester and alert the student and Success Coach regarding any deficiencies to be addressed and criteria not being met. Prior to field placement, the Program Director will audit the student's file to ensure completion of necessary requirements for graduation and certification.

Program Retention

Academic progress in this program is monitored after each term. The Academic Probation policy and Academic Dismissal policy found in this catalog are applied to all LBC | Capital students. Students must maintain a minimum cumulative GPA of 3.0.

Eligibility to enter HPE 680 and HPE 690 (Track #1); EDU 590, EDU 591 (Track #2); HPE 660 and HPE 670 (Track #3)

1. Minimum Cumulative GPA=3.0
2. Renewed Child Abuse, Criminal Record, and Fingerprinting Clearances (within 6 months)
3. Completion of all graduate courses and any identified missing program requirements discovered during the admissions process with official documentation of completion on file
4. In good standing with Lancaster Bible College

Graduation Requirements

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

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

To be eligible to the PA Instructional I (PK-12 HPE)

1. Conferral of degree(s)
2. A minimum of a satisfactory rating (1) in each of the 4 categories on the Pennsylvania Statewide Evaluation Form for Student Professional Knowledge and Practice (PDE-430). There must be 2 final forms. A minimum total of at least 4 points must be achieved on the final summative rating to be recommended for certification. The PDE430 is completed by the college supervisor.
3. Successful completion of required certification tests (PECT).
4. Submitted application to TIMS for PA teacher certification.
5. The recommendation of the LBC Certification Officer

To be eligible to take the Adapted Physical Education National Standards (APENS) examination, candidates must meet the following criteria as outlined.

1. Bachelor's degree with a major in Physical Education or equivalent (e.g., Sport Science, Kinesiology, etc.)
2. A minimum of one 12-credit hour survey course in Adapted Physical Education (9 hours in APE and 3 hours in related area)
3. A minimum of 200 hours of documented experience providing physical education instruction to individuals with disabilities
4. A current valid teaching certificate

Faculty

Program Director: Angela Becker, EdD

Faculty:

Tom Randolph, EdD
Gwen Shenk, MEd

Special Education PreK-12 (MEd)

Credential: Master of Education

Certification: Eligibility for PA Instructional I – Special Education (PreK-12)

Location: Online

Program Director: Robin Bronkema, PhD

Program Mission Statement: The Master of Education: Special Education seeks to train students from a philosophical basis which reflects a biblical worldview to serve as teachers in Special Education in public and private schools.

Program Learning Outcomes: As a result of this program,

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

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

3 - The teacher candidate will demonstrate effective instructional practices as characterized by clear verbal, nonverbal, and media communication, reflective and responsive teaching using multiple instructional strategies, implementation of a variety of assessment measures, engagement of students in higher level thinking and learning,

4 - The teacher candidate will demonstrate professionalism by adhering to ethical, institutional and legal guidelines, maintaining accurate records, seeking opportunities to grow professionally, reflecting on his/her own practice, and collaborating with colleagues, parents, and the community

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

Students who do not already have PA certification in another area (e.g., early childhood education, middle level education) will need to do 12-week, 6-credit field experience for Apprenticeship II. Apprenticeship II must be completed in person within the state of Pennsylvania, in accordance with Pennsylvania Department of Education requirements.

Curricular Structure and Degree Requirements

| Curricular Structure | Credits |
|---|----------------|
| Biblical and Theological Foundations Course | 3 |
| Education Core Courses | 24 |
| Special Education Courses | 15 |
| Program Total | 42 |

Biblical & Theological Foundation Course (3 credits)

This chart outlines how prior college-level credits in Bible and theology, as represented on a transcript, apply to the Biblical and Theological Foundations course requirement.

| | |
|--|-------------------------------------|
| 15 or less credits of Bible and theology | BTC 503 Foundations for Integration |
| 16-29 credits of Bible and theology | BTC 504 Perspectives on Integration |
| 30 or more credits of Bible and theology | Requirement satisfied |

Education Core Courses (24 credits)

| | | |
|---------|--|---|
| EDU 519 | Foundations & Framework for Learning | 3 |
| EDU 526 | Diagnostic Reading Assessment | 3 |
| EDU 550 | Socio-Cultural Perspectives on Education | 3 |

| | | |
|---|---|---|
| EDU 560 | Teacher's Life and Work | 3 |
| EDU 570 | Apprenticeship I | 3 |
| EDU 585 | Apprenticeship II | 3 |
| EDU 598 | Seminar in Action Research | 3 |
| EDU 599 | Project in Action Research | 3 |
| Special Education Courses (15 credits) | | |
| SPE 501 | Assessment and Special Education Processes | 3 |
| SPE 502 | Meeting the Needs of Students with Autism & Behavioral Disorders | 3 |
| SPE 503 | Teaching Students with Specific Learning Disabilities & Intellectual Disabilities | 3 |
| SPE 504 | Teaching Students with Low Incidence Disabilities | 3 |
| SPE 505 | Professionalism, Ethical Practices and Collaboration | 3 |

Admission, Retention, and Completion

Admission Requirements

Admission into a master's degree program is consistent with the general admissions policy and practice of LBC | Capital. Admission criteria is located in the Admissions Information section of the catalog.

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

Transfer Credits

Transfer credit is awarded in accordance with the general transfer policy in the Academic Policies and Procedures section of the catalog. Transfer credits are reviewed and approved by the Program Director. This program has the following program specific transfer credit information.

| Graduate Program | Program Credits | # of Transfer Credits | Min. Grade of Transfer Credits |
|-------------------------|-----------------|-----------------------|--------------------------------|
| Special Education (MEd) | 42 cr. | 9 graduate credits | B |

Academic Advising

Students in this program are supported by the Student Success Coach and Program Director. The Student Success Coach will monitor student progress and provide encouragement to students throughout their studies. The Program Director is available to meet with students to discuss academic questions and progress, explore questions related to course content, provide career advice and help prepare students for their capstone experiences in the program. The Program Director and Coaches are available for in-person or video conference, phone, or email meetings.

Program Retention

Academic progress in this program is monitored after each term. The Academic Probation policy and Academic Dismissal policy found in this catalog are applied to all LBC | Capital students. Students must maintain a minimum cumulative GPA of 3.0.

Eligibility to enter Apprenticeship I

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

Graduation Requirements

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

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

Exit Criteria - Eligibility to be Recommended for Certification

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

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

Faculty

Program Director: Dr. Robin Bronkema, PhD

Growing up, Dr. Bronkema thought most children enjoyed playing school as much as she did, but it turns out that favorite pastime was a reflection of the love of teaching the Lord had placed in her. She went on to become a teacher in public schools in PA and CT, and then supervised student teachers at a liberal arts college for several years. Discovering that her passion for education and serving the Lord could be combined in Christian Education, she moved into administrative roles in a Christian K-12 school. Those experiences gave birth to her doctoral research, which focused on the leadership development of female Christian school leaders. With a heart for college-age students, she is now thrilled to bring all of those experiences to bear here at LBC.

Outside of campus life, she enjoys long walks with her dog, tennis, and street hockey with her husband and three children, meals with friends, and a strong cup of Earl Grey tea.

PhD in Organizational Leadership, Eastern University

EdM in Human Development and Psychology, Harvard University Graduate School of Education

BA in Psychology and Linguistics, Swarthmore College

Faculty:

Robin Bronkema, PhD

Robert Dodson, EdD - Certification Officer, Field Placement Coordinator

Julia Hershey, DEd

Stacey Martin, EdD

Adjunct Faculty

Angela Becker, EdD

Abigail Fried, MEd

M. Raluca Snyder, EdD

Rachel Welsh, MEd

Pennsylvania Department of Education Certifications

Post Baccalaureate PDE Certification in Early Childhood Education

Credential: This program does not lead to a master's degree.

Certification: Students are eligible for PA Instructional I Certification PreK-4 (Pennsylvania Department of Education)

Location: Online

Program Director: Stacey Martin, EdD

Program Overview: This program offers a pathway to Pennsylvania teacher certification for individuals who have already earned a Bachelor's degree in any field. All coursework is offered in an online format which incorporates field placement opportunities within the student's community. One semester (Student Teaching, 16 weeks) must be completed in person within the state of Pennsylvania, in accordance with Pennsylvania Department of Education requirements.

Program Mission Statement : The Post-Baccalaureate Certification in Early Childhood Education program trains students from a philosophical base which reflects a biblical worldview, to serve the community as teachers in public and private schools.

Program Outcomes: As a result of this program, the students will do the following:

1. Integrate knowledge of content, pedagogy, resources and learners to design coherent learning experiences that are aligned with outcomes and that reach all learners
2. Implement safe, equitable, learning-focused environments developed through appropriate rapport between student and teacher, responsiveness to the needs and cultures of all learners, and effective classroom management techniques in an organized physical environment
3. Demonstrate effective instructional practices as characterized by a) clear verbal, nonverbal, and media communication b) reflective and responsive teaching using multiple instructional strategies, c) implementation of a variety of assessment measures, and d) engagement of students in higher level thinking and learning
4. Demonstrate professionalism by a) adhering to ethical, institutional and legal guidelines, b) maintaining accurate records, c) seeking opportunities to grow professionally, d) reflecting on his/her own practice, and e) collaborating with colleagues, parents, and the community to ensure learner growth and advance the profession
5. Demonstrate a biblical worldview in his/her personal and professional life

Curricular Structure and Program Requirements (42 credits)

| | | |
|---------|---|---|
| EDU 519 | Foundations & Framework for Learning | 3 |
| EDU 520 | Foundations of Early Childhood Education | 3 |
| EDU 523 | Theoretical Foundations of Development and Learning | 3 |
| EDU 524 | Literacy Instruction in the PreK-4 Classroom | 3 |
| EDU 526 | Diagnostic Reading Assessment | 3 |
| EDU 530 | Mathematics Instruction in the PreK-4 Classroom | 3 |
| EDU 533 | Pedagogy for the Content Areas | 3 |
| EDU 550 | Socio-Cultural Perspectives on Education | 3 |
| EDU 590 | Pre-Student Teaching Field Experience | 3 |
| EDU 591 | Student Teaching | 6 |
| SEC 537 | Technology for Teachers | 3 |
| ESL 520 | Instruction and Assessment for the English Learner | 3 |
| SPE 510 | Practices for the Inclusionary Classroom | 3 |

Admission, Retention, and Completion

Admission Requirements

Admission into a post bacc program is consistent with the general admissions policy and practice of LBC | Capital. Admission criteria is located in the Admissions Information section of the catalog. Graduate students with a GPA lower than 3.0 may be admitted to the program under provisional status with Program Coordinator approval. In provisional admittance status, the student must maintain a 3.0 in the first 12 credits of the program in order to be fully admitted into the program.

Transfer Credits

Transfer credit is awarded in accordance with the general transfer policy in the Academic Policies and Procedures section of the catalog. Transfer credits are reviewed and approved by the Program Director. This program has the following program specific transfer credit information.

| Graduate Program | Program Credits | # of Transfer Credits | Min. Grade of Transfer Credits |
|------------------|-----------------|-----------------------|--------------------------------|
|------------------|-----------------|-----------------------|--------------------------------|

Post-Bacc Early Childhood

42 cr.

9 graduate credits

B

Academic Advising

Students will be assigned a student success coach to monitor student progress and to provide encouragement through their studies. Student success coaches are available for in-person and email meetings. Students will receive and have access to the Handbook for policies and procedures. Additionally, the handbook contains advisement sheets. The Program Director will monitor student progress each semester and alert the student and the student success coach regarding any deficiencies to be addressed and criteria not being met.

Retention

Academic progress in this program is monitored after each term. The Academic Probation policy and Academic Dismissal policy found in this catalog are applied to all LBC | Capital students. Students must maintain a minimum cumulative GPA of 3.0.

Eligibility to enter Pre Student Teaching

1. Successful formal admission and retention in the Post-Baccalaureate Certification in Early Childhood Education Program
2. Minimum GPA=3.0
3. Renewed Child Abuse, Criminal Record, and Fingerprinting Clearances (within 6 months)
4. TB test (within 6 months)
5. Proof of Liability Insurance
6. Completion of all graduate courses
7. In good standing with Lancaster Bible College

Exit Criteria

Eligibility to be Recommended for Certification

1. Completion of all program requirements and field placement requirements. EDU 591 Student Teaching must be completed within the state of Pennsylvania in order to be eligible for Pennsylvania Teacher Certification.
2. A minimum of a satisfactory rating (1) in each of the 4 categories on the Pennsylvania Statewide Evaluation Form for Student Professional Knowledge and Practice (PDE 430). There must be 2 final forms. A minimum total of at least 4 points must be achieved on the final summative rating in order to be recommended for certification. The PDE 430 is completed by the college supervisor.
3. Successful completion of the required certification tests (PECT)
4. Minimum Cumulative GPA=3.0
5. Submitted application to TIMS for PA Teacher Certification
6. The recommendation of the LBC Certification Officer

Faculty

Program Director: Angela Becker, EdD

Faculty:

Angela Becker, EdD

Robin Bronkema, PhD

Bob Dodson, EdD

Christine Kirkpatrick, EdD

Stacey Martin, EdD

Post Baccalaureate PDE Certification in English as a Second Language PreK 12

Credential: This program does not lead to a master's degree.

Certification: Eligibility for PA ESL Program Specialist Certification (PreK-12) **

Location: Online

Program Director: Robin Bronkema, PhD

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

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

Program Mission: The English as a Second Language (certification only) seeks to train students from a philosophical basis which reflects a biblical worldview to serve as teachers of ESL in public and private schools. To be eligible for PA certification, field placement must be completed in person in Pennsylvania.

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

1. Integrate knowledge of content, pedagogy, resources and learners to design coherent learning experiences that are aligned with outcomes and that reach all learners.
2. Implement safe, equitable, learning-focused environments developed through appropriate rapport between student and teacher, responsiveness to the needs and cultures of all learners, and effective classroom management techniques in an organized physical environment.
3. Demonstrate effective instructional practices as characterized by a) clear verbal, nonverbal, and media communication, b) reflective and responsive teaching using multiple instructional strategies, c) implementation of a variety of assessment measures, d) engagement of students in higher level thinking and learning,
4. Demonstrate professionalism by a) adhering to ethical, institutional and legal guidelines, b) maintaining accurate records, c) seeking opportunities to grow professionally, d) reflecting on his/her own practice, e) collaborating with colleagues, parents, and the community
5. Integrate a biblical worldview into their personal and professional life.

Curriculum Structure and Program Requirements (21 credits)

| | | |
|---------|---|---|
| ESL 500 | Culture and Communication | 3 |
| ESL 515 | Language and Literacy Development for the English Learner | 3 |
| ESL 517 | Language Foundations for Teachers | 3 |
| ESL 520 | Instruction and Assessment for the English Learner | 3 |
| ESL 610 | ESL Internship & Seminar | 3 |
| EDU 529 | Collaborative Team Approach | 3 |

Admission, Retention, and Graduation

Admission Requirements

Admission into a post bacc program is consistent with the general admissions policy and practice of LBC | Capital. Admission criteria is located in the Admissions Information section of the catalog. Graduate students with a GPA lower than 3.0 may be admitted to the program under provisional status with Program Coordinator approval. In provisional admittance status, the student must maintain a 3.0 in the first 12 credits of the program in order to be fully admitted into the program.

Transfer Credits

Transfer credit is awarded in accordance with the general transfer policy in the Academic Policies and Procedures section of the catalog. Transfer credits are reviewed and approved by the Program Director. This program has the following program specific transfer credit information.

| Graduate Program | Program Credits | # of Transfer Credits | Min. Grade of Transfer Credits |
|------------------|-----------------|-----------------------|--------------------------------|
| Post-Bacc ESL | 21 cr. | 9 graduate credits | B |

Academic Advising

Students will be assigned a student success coach to monitor student progress and to provide encouragement through their studies. Student success coaches are available for in-person and email meetings. Students will receive and have access to the Handbook for policies and procedures. Additionally, the handbook contains advisement sheets. The Program Director will monitor student progress each semester and alert the student and the student success coach regarding any deficiencies to be addressed and criteria not being met.

Retention

Academic progress in this program is monitored after each term. The Academic Probation policy and Academic Dismissal policy found in this catalog are applied to all LBC | Capital students. Students must maintain a minimum cumulative GPA of 3.0.

Eligibility to enter Field Placement in ESL 520 Instruction & Assessment for the English Learner

1. Successful formal admission and retention in the Post-Bacc ESL program
2. Minimum Cumulative GPA = 3.0
3. Renewed Child Abuse, Criminal Record, and Fingerprinting Clearances (within 6 months)
4. TB test (within 6 months)
5. Proof of Liability Insurance
6. Completion of all ESL 500, ESL 515, and ESL 517
7. In good standing with Lancaster Bible College

Program Completion

Exit or graduation criteria:

1. Completion of all program requirements and field placement requirements
2. Minimum Cumulative GPA = 3.0
3. Minimum of basic on evaluation form from supervisor and mentor teacher

Eligibility to be Recommended for Certification

1. Submitted application to TIMS for PA teacher certification
2. The recommendation of the LBC Certification Officer

Program Completion

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

Faculty

Program Director: Robin Bronkema, PhD

Faculty:

Robin Bronkema, PhD
Robert Dodson, EdD
Christine Kirkpatrick, EdD
Stacey Martin, EdD

Post Baccalaureate PDE Certification in Health and Physical Education

Credential: This program does not lead to a master's degree.

Certification: Eligibility for PA Instructional Level I (HPE K-12) Certification (Pennsylvania Department of Education)

Location: Online

Program Direct: Angela Becker, PhD

Program Mission Statement: The Post-Baccalaureate Certification in Health and Physical Education program is designed to equip graduate candidates to teach in both public and private educational settings and to meet the present and future needs of students by providing sound pedagogy that reflects a biblical worldview. One semester (Student Teaching, 16 weeks) must be completed in person within the state of Pennsylvania, in accordance with Pennsylvania Department of Education requirements.

Program Learning Outcomes: As a result of the program, students will do the following:

1. Demonstrate knowledge of current trends and technology in health and physical education
2. Design appropriate health and physical education teaching and assessment materials for K-12 learners
3. Integrate a biblical worldview in designing and teaching content in health and physical education
4. Apply knowledge and competence in the delivery of content of health and physical education
5. Incorporate practices of safety and equity in meeting the diverse needs of students in the health and physical education setting
6. Analyze the needs of students and adapt instruction to meet specific needs
7. Demonstrate professionalism in school and community settings
8. Develop collaborative relationships with professionals in the field of health and physical education

Curriculum Structure and Program Requirements (42 credits)

| | | |
|---------|---|---|
| EDU 519 | Foundations & Framework for Learning | 3 |
| EDU 523 | Theoretical Foundations of Development and Learning | 3 |
| EDU 550 | Socio-Cultural Perspectives on Education | 3 |
| HPE 500 | Administration, Ethics, and the Law in Health, Physical Education and Sport | 3 |
| HPE 510 | Technology in Health, Physical Education, and Sport | 3 |
| HPE 520 | Adapting and Assessing Student Learning for Diverse Populations in HPE | 3 |
| HPE 530 | Current Topics in Health Education, Physical Education, and Sport | 3 |
| HPE 540 | Advanced Methods and Motor Learning in Elementary Physical Education | 3 |
| HPE 550 | Advanced Methods in Secondary Physical Education | 3 |
| HPE 560 | Advanced Methods in Health | 3 |
| HPE 570 | Instruction and Assessment for the English Learner | 3 |
| EDU 590 | Pre-Student Teaching Field Experience | 3 |
| EDU 591 | Student Teaching | 6 |

Admission, Retention, and Completion

Admission Requirements

Admission into a post bacc program is consistent with the general admissions policy and practice of LBC | Capital. Admission criteria is located in the Admissions Information section of the catalog. Graduate students with a GPA lower than 3.0 may be admitted to the program under provisional status with Program Coordinator approval. In provisional admittance status, the student must maintain a 3.0 in the first 12 credits of the program in order to be fully admitted into the program.

Transfer Credits

Transfer credit is awarded in accordance with the general transfer policy in the Academic Policies and Procedures section of the catalog. Transfer credits are reviewed and approved by the Program Director. This program has the following program specific transfer credit information.

| Graduate Program | Program Credits | # of Transfer Credits | Min. Grade of Transfer Credits |
|------------------|-----------------|-----------------------|--------------------------------|
| Post-Bacc HPE | 42 cr. | 9 graduate credits | B |

Academic Advising

Students will be assigned a student success coach to monitor student progress and to provide encouragement through their studies. Student success coaches are available for in-person and email meetings. Students will receive and have access to the Handbook for policies and procedures. Additionally, the handbook contains advisement sheets. The Program Director will monitor student progress each semester and alert the student and the student success coach regarding any deficiencies to be addressed and criteria not being met.

Retention

Academic progress in this program is monitored after each term. The Academic Probation policy and Academic Dismissal policy found in this catalog are applied to all LBC | Capital students. Students must maintain a minimum cumulative GPA of 3.0.

Eligibility to enter Pre Student Teaching

1. Successful formal admission and retention in the Post-Baccalaureate Certification in HPE Program
2. Minimum GPA=3.0
3. Renewed Child Abuse, Criminal Record, and Fingerprinting Clearances (within 6 months)
4. TB test (within 6 months)
5. Proof of Liability Insurance
6. Completion of all graduate courses
7. In good standing with Lancaster Bible College

Exit Criteria

Eligibility to be Recommended for Certification

1. Completion of all program requirements and field placement requirements. EDU 591 Student Teaching must be completed within the state of Pennsylvania in order to be eligible for Pennsylvania Teacher Certification.
2. A minimum of a satisfactory rating (1) in each of the 4 categories on the Pennsylvania Statewide Evaluation Form for Student Professional Knowledge and Practice (PDE 430). There must be 2 final forms. A minimum total of at least 4 points must be achieved on the final summative rating in order to be recommended for certification. The PDE 430 is completed by the college supervisor.
3. Successful completion of the required certification tests (PECT)
4. Minimum Cumulative GPA=3.0
5. Submitted application to TIMS for PA Teacher Certification
6. The recommendation of the LBC Certification Officer

Faculty

Program Director: Angela Becker, EdD

Faculty:

Gwen Shenk, MEd
Tom Randolph, EdD

Graduate Certificates

Graduate Certificates are designed for individuals not seeking a Master's degree but looking for graduate-level learning.

Admission, retention, and graduation in Graduate Certificate programs are consistent with policies in this catalog.

Bible Certificate

Credential: Graduate Certificate

Location: Lancaster (hybrid), Washington DC (hybrid), Online

Program Director: Dr. Sam Harbin

| | | |
|------------------|------------------------------------|-----------|
| BIB 535 | Introduction to Biblical Preaching | 3 |
| BTC 523 | Biblical Narrative - Old Testament | 3 |
| BTC 533 | Biblical Narrative - New Testament | 3 |
| BTC 563 | Biblical Interpretation | 3 |
| BTC 573 | Introduction to Christian Theology | 3 |
| | BIB/THE/APO Elective | 3 |
| | BIB/THE/APO Elective | 3 |
| | BIB/THE/APO Elective | 3 |
| Subtotal: | | 24 |

Biblical Integration Certificate

Credential: Graduate Certificate

Location: Online

Program Director: Dr. Tony Shetter

The Biblical Integration Certificate is an 18-credit graduate certificate program housed in the Bible & Theology Department. Courses are offered online.

Program Mission Statement: The Biblical Integration Certificate program exists to equip educators to teach their discipline from a robust biblical/theological worldview. The six courses which comprise the program present the framework and the necessary building blocks for doing the work of biblical/theological integration across a variety of academic disciplines. The program concludes with a capstone course which provides the educator the opportunity to practice biblical/theological integration in their field and receive expert feedback.

Program Learning Outcomes: As a result of this program, students will do the following:

1. Differentiate between basic underlying assumptions of pagan and Biblical worldviews.
2. Demonstrate competence in biblical interpretation following principles of the historical-grammatical-rhetorical-literary-theological method.
3. Recognize and explain significant OT and NT themes within the overarching biblical narrative.
4. Synthesize the core doctrines of the Christian faith with the overarching biblical narrative.

5. Integrate a biblical/theological worldview within the student's particular field or discipline.

| | | |
|------------------|--|-----------|
| BTC 504 | Perspectives on Integration | 3 |
| BTC 523 | Biblical Narrative - Old Testament | 3 |
| BTC 533 | Biblical Narrative - New Testament | 3 |
| BTC 563 | Biblical Interpretation | 3 |
| BTC 573 | Introduction to Christian Theology | 3 |
| THE 516 | Biblical Integration for Faithful Christian Teaching | 3 |
| Subtotal: | | 18 |

Program Director: Tony Shetter, PhD

Dr. Tony Shetter has been teaching Bible courses at the graduate and undergraduate level for over ten years. He enjoys teaching the Bible, especially the Old Testament, in its literary and historical context, while making it relevant for today. He is an alumnus of Lancaster Bible College and holds two degrees from Dallas Theological Seminary—a ThM in Academic Ministries, and a PhD in Old Testament Studies. Prior to coming to Lancaster Bible College | Capital Seminary & Graduate School, he served as associate pastor at Ethnos Bible Church for ten years. Tony is married to Michelle, also a graduate of DTS. Together, they enjoy doing various kinds of creative ministries.

Children and Family Ministry Certificate

Credential: Graduate Certificate

Location: Lancaster (hybrid), Washington DC (hybrid), Online

Program Director: Dr. Esther Zimmerman

| | | |
|------------------|--|-----------|
| BTC 523 | Biblical Narrative - Old Testament | 3 |
| BTC 533 | Biblical Narrative - New Testament | 3 |
| BTC 563 | Biblical Interpretation | 3 |
| BTC 573 | Introduction to Christian Theology | 3 |
| CFM 501 | Foundations of Children and Family Ministry | 3 |
| CFM 502 | Spiritual Formation of Children and Families | 3 |
| CFM 503 | Missional Families in a Global World | 3 |
| CFM 504 | Global Children's Ministry | 3 |
| Subtotal: | | 24 |

Christian Apologetics Certificate

Credential: Graduate Certificate

Location: Lancaster (hybrid), Washington DC (hybrid), Online

Program Director: Dr. Mark Farnham

| | | |
|---------------------|-------------------------------------|---|
| BTC 523 | Biblical Narrative - Old Testament | 3 |
| BTC 533 | Biblical Narrative - New Testament | 3 |
| BTC 563 | Biblical Interpretation | 3 |
| BTC 573 | Introduction to Christian Theology | 3 |
| APO 505 | Christian Apologetics | 3 |
| APO 510 | Philosophy for Apologetics | 3 |
| APO 512 | New Testament Issues in Apologetics | 3 |
| APO 515 | Old Testament Issues in Apologetics | 3 |
| Subtotal: 18 | | |

Leadership Studies Certificate

Credential: Graduate Certificate

Location: Lancaster (hybrid), Washington DC (hybrid), Online

Program Director: Dr. Kevin Gushiken

| | | |
|---------------------|--|---|
| BTC 523 | Biblical Narrative - Old Testament | 3 |
| BTC 533 | Biblical Narrative - New Testament | 3 |
| BTC 563 | Biblical Interpretation | 3 |
| BTC 573 | Introduction to Christian Theology | 3 |
| LSP 501 | Leadership Theory & Practice | 3 |
| LSP 502 | Development of Organizational Leadership | 3 |
| LSP 503 | Psychology of Leadership | 3 |
| LSP 509 | Leadership Style Analysis | 3 |
| Subtotal: 24 | | |

Pastoral Studies Certificate

Credential: Graduate Certificate

Location: Lancaster (hybrid), Washington DC (hybrid), Online

Program Director: Dr. Casey Barton

| | | |
|---------------------|--|---|
| BTC 523 | Biblical Narrative - Old Testament | 3 |
| BTC 533 | Biblical Narrative - New Testament | 3 |
| BTC 563 | Biblical Interpretation | 3 |
| BTC 573 | Introduction to Christian Theology | 3 |
| PAS 502 | Local Church Revitalization | 3 |
| PAS 503 | Theology, History, & Practice of Worship | 3 |
| PAS 513 | Advanced Homiletics | 3 |
| PAS 520 | Designing Strategic Models of Adult Discipleship | 3 |
| Subtotal: 24 | | |

Theology Certificate

Credential: Graduate Certificate

Location: Lancaster (hybrid), Washington DC (hybrid), Online

Program Director: Dr. Doug Finkbeiner

| | | |
|---------|--|---|
| BTC 523 | Biblical Narrative - Old Testament | 3 |
| BTC 533 | Biblical Narrative - New Testament | 3 |
| BTC 563 | Biblical Interpretation | 3 |
| BTC 573 | Introduction to Christian Theology | 3 |
| THE 510 | Old Testament Theology | 3 |
| THE 511 | New Testament Theology | 3 |
| THE 520 | Selected Topics in Systematic Theology | 3 |
| THE 531 | Theological Classics | 3 |
| | Subtotal: 24 | |

Courses

APO - Apologetics

APO 505 - Christian Apologetics (3)

This course lays the foundation for advanced studies in apologetics by introducing key concepts, terms, and strategies for answering objections to the Christian faith. Students are given the basic conceptual tools for engaging philosophical and theological thought in the field of apologetics for the purpose of defending the faith and winning the lost to Christ.

Prerequisite: BIB 505 Introduction to Biblical and Theological Research.

APO 510 - Philosophy for Apologetics (3)

This course presents a Christian perspective on philosophy and its interaction with Apologetics. Students read primary source readings in philosophical texts and learn how to critique and appropriate philosophical insights for apologetics. (3 credits)

Prerequisite: APO 505 Christian Apologetics.

APO 512 - New Testament Issues in Apologetics (3)

This course explores the present challenges to the authority of Scripture, especially those pertaining to the New Testament. It engages leading textual and historical critical scholars and provides effective apologetic answers to their objections. Subjects addressed included canonicity, textual transmission, historical reliability, and theological development.

Prerequisite: APO 505 Christian Apologetics.

APO 515 - Old Testament Issues in Apologetics (3)

This course explores the present challenges to the authority and interpretation of the Old Testament. It engages leading textual and historical critical scholars and provides effective apologetic answers to their objections. Subjects addressed include relation of the Old Testament to Ancient Near Eastern influences, historical reliability, archaeology, and theological development.

Prerequisite: APO 505 Christian Apologetics.

APO 520 - Atheism, Skepticism, and Humanism (3)

This course critiques the key arguments of contemporary atheism and skepticism against the Christian faith. Attention will be given to foundational issues such as the origin of the universe, the problem of evil, the use of logic, and the misuse of science.

Prerequisite: APO 505 Christian Apologetics.

APO 525 - Science, Creation, and Evolution (3)

This course explores science as a God-given endeavor to study the natural world and considers its relation to Christian apologetics. Additionally, this course will focus on an overview and analysis of several Christian views of creation and on a critical evaluation of the theory of evolution.

Prerequisite: APO 505 Christian Apologetics.

APO 540 - Christian Apologetics (3)

This course lays the foundation for advanced studies in apologetics by introducing key concepts, terms, and strategies for answering objections to the Christian faith. Students are given the basic conceptual tools for engaging philosophical and theological thought in the field of apologetics for the purpose of defending the faith and winning the lost to Christ. (3 credits)

APO 545 - Logic and Critical Thinking (3)

A study of critical thinking, argument, and reasoning. Specific topics include inductive and deductive reasoning, strength of arguments, and logical fallacies. A particular emphasis will be given to how logic can be used in apologetics, particularly in analyzing arguments from atheists and from Christian apologists.

Prerequisite: APO 505 Christian Apologetics.

APO 555 - Ethics and Cultural Engagement (3)

This course examines the biblical, theological and philosophical foundations for constructing a coherent Christian ethical theory when examining ethical issues. An emphasis on virtue and wisdom guides students to think and act ethically in all situations.

Prerequisite: APO 505 Christian Apologetics.

APO 490 - Independent Study (3)

This independent study course is for those occasions when a student may have an interest in an area of study related to his/her ministry which is not covered by the curriculum. Please contact your advisor for additional information.

Prerequisite: Program Director Permission.

APO 640 - Cultural Apologetics (3)

This course examines the ways that culture expresses the ubiquitous presence of God's glory, common grace, and the fall. Various cultural expressions, such as art, literature, music, film, and social media will be critically examined to expose the underlying philosophies that guide their creation. A Christian philosophy of culture will be developed for the purpose of apologetic engagement.

Prerequisite: APO 505 Christian Apologetics.

APO 650 - Advanced Apologetics (3)

This course presents the rational basis for believing in Christian theism, while responding to objections and critiques by competing worldviews. This course will focus upon three main topics: a Christian theory of knowledge, historic and contemporary views of apologetic methodology, and formulating a transcendental argument.

Prerequisite: APO 505 Christian Apologetics.

BIB - Bible

BIB 505 - Introduction to Biblical & Theological Research (3)

This course introduces students to graduate research in biblical and theological studies. Students will learn how to access library resources, navigate Bible software, evaluate sources, construct an argument, and write a graduate research paper.

BIB 510 - Hebrew for Ministry I (3)

The basic elements of the Hebrew language will be introduced with the major emphasis on learning how to perform essential tasks for Scripture study and teaching including, but not limited to: how to translate portions of the Hebrew Bible, perform a word study, and identify the main teaching point of a sentence or paragraph. The participant will learn how to use computer software tools to facilitate and sustain the process for a lifetime of ministry. (3 credits)

BIB 511 - Hebrew for Ministry II (3)

This course will build on the knowledge and skills acquired in BIB 510 to increase the student's ability to incorporate Hebrew into pastoral, teaching, missionary, or parachurch ministries. The participant will gain confidence in taking a portion of God's Word in Hebrew and transforming it into a sermon, devotional, book, or any other teaching tool which will edify the recipients. Emphasis will be given to discovering what is revealed in the Hebrew text that might be lost or conveyed less poignantly in an English translation. The participant will enhance his ability to use computer tools to facilitate and sustain this vital process for a lifetime of ministry, well beyond graduation. (3 credits)

BIB 512 - Greek I (3)

A study of the basic principles of biblical Greek, including basic grammar, vocabulary, and the utilization of significant Greek tools in New Testament exegesis. 3 credits.

BIB 513 - Greek II (3)

A continuation of biblical Greek, building on the introduction with the goal of developing greater proficiency in exegesis using the original languages. 3 credits.

BIB 515 - Greek for Ministry I (3)

This course is a study of the basic principles of biblical Greek, including basic grammar, vocabulary, and the utilization of significant Greek tools in New Testament exegesis. Pastors and other Christian servant-leaders benefit from a working knowledge of New Testament Greek in all areas of ministry. Since this course is geared towards using New Testament Greek in ministry, students will hone and deepen their study of God's Word in this class from the first week to the last. As their knowledge of Greek grows, their incorporation of it in exegesis will increase as well. Through the use of Bible software, a number of helpful tools are introduced, demonstrated, and practiced throughout the course. These tools will greatly aid students of the New Testament as they prepare sermons and Bible studies in their various ministry settings. (3 credits)

BIB 516 - Greek for Ministry II (3)

This course continues to build a foundational, conceptual knowledge of basic Greek grammar with the goal of developing greater proficiency in exegesis using the original languages. Pastors and other Christian servant-leaders benefit from a working knowledge of New Testament Greek in all areas of ministry. Since this course is geared towards using New Testament Greek in ministry, students will hone and deepen their study of God's Word in this class from the first week to the last. As their knowledge of Greek grows, their incorporation of it in exegesis will increase as well. Through the use of Bible software, a number of helpful tools are introduced, demonstrated, and practiced throughout the course. Students move from text to teaching, leveraging technology in their exegesis of biblical passages and transferring their knowledge into meaningful Bible exposition. (3 credits)

BIB 517 - Hebrew I

An introduction to the elements of biblical Hebrew, including elementary Hebrew grammar, vocabulary, and the utilization of significant Hebrew tools in Old Testament exegesis. 3 credits.

BIB 518 - Hebrew II (3)

This course will build on the knowledge and skills acquired in BIB 517 to increase the student's ability to incorporate Hebrew into pastoral, teaching, missionary, or parachurch ministries. The participant will gain confidence in taking a portion of God's...

BIB 520 - Selected Topics in Old Testament Pentateuch (3)

A consideration of selected topics in the Old Testament Pentateuch, including background details, emphasizing how different periods, people, circumstances, events, and issues carried forward the initiation of God's plan for Israel. 3 credits.

BIB 521 - Selected Topics in Old Testament History (3)

A consideration of selected topics in Old Testament history, including background details, emphasizing how different periods, people, circumstances, events, and issues carried forward the outworking of God's plan for Israel and the world. 3 credits.

BIB 523 - Selected Topics in Old Testament Poetic Books (3)

A consideration of selected topics in the Old Testament poetic books, including background details, emphasizing how the content, circumstances, and character of this genre contribute to an understanding of God's plan for Israel and the world as well as man's response in life and worship. 3 credits.

BIB 525 - Selected Topics in Old Testament Prophetic Books (3)

A consideration of selected topics in the Old Testament prophetic books, including background details, emphasizing how the content, circumstances, and character of this genre contribute to an understanding of God's plan for Israel and the world. 3 credits.

BIB 526 - Pastoral Epistles (3)

A study of the background, literary structure, interpretive difficulties, and theology of 1 & 2 Timothy and Titus is pursued in view of the light they shed on the qualifications, responsibilities, and function of church leaders. Practical application for the church, including strategies for communicating the contents of these letters, is addressed in the course.

BIB 528 - The Gospel According to Mark (3)

This course is a study of the background, genre, literary structure, interpretive challenges, and theology of the Gospel of Jesus Christ according to Mark. The interpretive challenges include an analysis of the Synoptic problem. (3 credits)

BIB 529 - Current Issues in Old Testament Studies (3)

A study of various problems and issues in Old Testament studies in theological, hermeneutical, literary, ethical, biographical, and spiritual areas, with emphasis on relevance to current ministry. 3 credits.

BIB 530 - Selected Topics in the Gospels (3)

A consideration of selected topics in the Gospels, including background details, emphasizing how different periods, people, circumstances, events, and issues carried forward the outworking of the earthly life of Jesus Christ. 3 credits.

BIB 531 - Selected Topics in New Testament Epistles (3)

A study of the background, literary structure, interpretive difficulties, and theology of a select corpus from the NT Epistles. Practical application to the contemporary context is included. (3 credits)

BIB 535 - Introduction to Biblical Preaching (3)

An introduction to propositional expository preaching, emphasizing the preacher's responsibility of connecting the world of the Bible to the world of his modern-day audience. A three-step process utilizing exegesis, theology, and homiletical strategy are the primary focus of the course. Special attention is given to the development and delivery of expository sermons.

BIB 536 - Biblical Exegesis and Exposition - Hebrew (3)

Building upon the foundational Hebrew language courses, in this course participants apply methods of exegesis and exposition to a select book or corpus in the Bible. In the exegetical portion of the course, the participant traces the...

BIB 537 - Biblical Exegesis and Exposition: Greek (3)

Building upon the foundational Greek language courses, in this course the participants apply methods of exegesis and exposition to a select book or corpus in the Bible. In the exegetical portion of the course, the participant traces the...

BIB 539 - Current Issues in New Testament Studies (3)

A study of various problems and issues in New Testament studies in theological, hermeneutical, literary, ethical, biographical, and spiritual areas, with emphasis on their relevance to current ministry. 3 credits.

BIB 540 - The Land of Israel (3)

A study of the land and culture of Israel including an approved Israel tour and academic assignments. The professor(s) leading the tour will arrange with the student the work to be done in addition to the tour. A fee will be charged in addition to the cost of the tour. 3 credits.

BIB 541 - Biblical Archaeology (3)

A survey of the general history, principles, and methods of archaeology, and of selected examples of how they contribute to a better understanding of people, places and events of the Bible. 3 credits.

BIB 542 - Cultural Environment of the Bible (3)

A geographically and chronologically comprehensive study of the ancient Near East and Mediterranean region, emphasizing Israel's culture and her interaction with surrounding nations throughout its Biblical history. 3 credits.

BIB 550 - Advanced Hermeneutics (3)

A study in special hermeneutics with emphasis on selected types of literary genre and current issues in hermeneutics. 3 credits. Prerequisite: BTC561/BTC563.

Prerequisite: (BTC513 OR BTC511 OR BS010GN OR BI010GN OR BI501G OR BIB105 OR FS102 OR FS102N OR FS103N OR PS201 OR FS105 OR FS106 OR BTC561 OR BTC563).

BIB 551 - Applied Hermeneutics: Interpretation of Narrative (3)

This course is an in depth study of the method of inductive Bible study applied to narrative texts. Special attention will be given to using the results of such study for teaching and preaching in ministry contexts.

BIB 552 - Applied Hermeneutics: Interpretation of Poetry (3)

This course is an in depth study of the method of inductive Bible study applied to poetic texts. Special attention will be given to using the results of such study for teaching and preaching in ministry contexts.

BIB 553 - Applied Hermeneutics: Prophecy (3)

This course is an in depth study of the method of inductive Bible study applied to prophetic texts. Special attention will be given to using the results of such study as the basis for teaching and preaching in ministry contexts.

BIB 561 - Seminar in Hebrew Exegesis (3)

In this course, students will develop skills in interpreting Hebrew prose and poetry. (3 credits) Prerequisites: BIB 510 & BIB 511

BIB 562 - Seminar in Greek Exegesis (3)

This course is an in depth study of Greek exegesis, focused on developing skills in interpreting New Testament epistles.

Prerequisite: BIB 515 AND BIB 516.

BIB 563 - The Use of the Old Testament in the New Testament (3)

This course is an in depth study of the New Testament's use of the Old Testament. Various approaches to explaining the New Testament's use of the Old Testament will be examined. The course will include detailed interaction with a number of specific New Testament citations of the Old Testament.

BIB 565 - Seminar in Greek Exegesis NT Letters and Narratives (3)

This course is an in-depth study of Greek exegesis, focused on developing skills in the interpretation of New Testament narrative and epistolary material. Students will translate an entire letter, or selected portion(s) of that letter, or a selected narrative section from the NT, and will engage in the interpretive task prior to the critical interaction with commentaries and monographs in order to contribute to the discussion on the chosen epistolary or narrative material. (3 credits)

BIB 570 - Studies in Psalms (3)

This course will focus on the exegesis of Psalms in the Hebrew text with a consideration of the purpose and theology of the Psalms within the framework of the rest of the Hebrew Bible. Students will translate and analyze selected Psalms with a focus on grammatical, syntactical, and lexical studies. The literary characteristics of Hebrew poetry will be examined, along with the historical and cultural milieu of the origin and use of the Psalms. Students will also consider the relevance of Psalms for application to daily life today.

BIB 590 - Independent Study (3)

This independent study course is for those occasions when a student may have an interest in an area of study related to his/her ministry which is not covered by the curriculum. Please contact your advisor for additional information. 3 credits.

BIB 592 - Biblical Research (3)

A preparatory course for graduate level writing, this course will provide direction in developing a thesis for a graduate level research project as well as the mechanics of good research methodology and an overview of unique areas of interest in biblical research. 3 credits. Required in the first 9-12 credits.

BIB 597 -

BIB 901 - Advanced Biblical Research & Writing (4)

This course focuses on original research skills necessary for the development of a Ph.D. dissertation. These skills include collecting empirical data, researching topics in foreign languages, sufficiently detailed documentation, and research methods. Students will complete research assignments in the area of dissertation interest.

BIB 902 - Teaching & Learning: Theory & Practice (4)

This course is an examination of major theories of learning and their application to teaching methodology and curriculum design. The course provides an understanding of the role of teaching and learning for the purpose of educating a diverse group of students in biblical studies. Additionally, this course prepares students for teaching in a Christian higher education context.

BIB 903 - OT Backgrounds (4)

This course will explore languages, literatures, and cultures of the Ancient Near Eastern civilizations related to the Hebrew Bible. Students will be exposed to Aramaic, Akkadian, and Ugaritic. Ancient inscriptions, contracts, and a variety of religious texts will be read to enhance the student's understanding of the OT. The impact of archaeological discoveries on current understanding of the OT will be studied.

BIB 904 - NT Backgrounds (4)

This course will explore languages, literatures, and cultures of the Intertestamental and New Testament periods. Intertestamental literature, including the Septuagint, will be read to enhance a student's understanding of the New Testament. A variety of background areas will be studied including, but not limited to: religion, philosophy, language, economics, and politics. The impact of archaeological discoveries on current understanding of the NT will be studied.

BIB 905 - OT Exegesis (4)

Students in this course will develop advanced skills in exegeting the Hebrew Bible. Various passages of the OT will be translated, analyzed, and outlined, both exegetically and homiletically. A research paper related to the student's dissertation interest will be developed and critiqued by the cohort.

BIB 906 - New Testament Exegesis (4)

This course reinforces the traditional processes of New Testament exegesis and introduces more recent linguistic approaches with an emphasis on discourse analysis. The major systems of discourse analysis will be reviewed and applied to New Testament texts. Throughout the course the student will receive coaching in the development of exegetical skills. Various passages in the NT will be translated, visually mapped, and analyzed.

BIB 907 - Reading French (0)

This course will provide the student with a basic ability to read French literature pertinent to biblical studies. The focus will be on reading comprehension. Students will be given a competency exam at the end of the course.

BIB 908 - Reading German (0)

This course will provide the student with a basic ability to read German literature pertinent to biblical studies. The focus will be on reading comprehension. Students will be given a competency exam at the end of the course.

BIB 909 - OT Hermeneutics & Theology (4)

Students in this course will study advanced issues related to the interpretation and theology of the Old Testament (OT). Topics include: the value and application of genre analysis to OT interpretation, scholarly challenges in the interpretation of the OT, and contemporary frameworks for understanding and utilizing biblical theology in OT studies. 4 credits

BIB 910 - NT Hermeneutics & Theology (4)

Students in this course will study advanced issues related to the interpretation and theology of the New Testament (NT). Topics include: the value and application of genre analysis to NT interpretation, scholarly challenges in the interpretation of the NT, and contemporary frameworks for understanding and utilizing biblical theology in N.T. studies. 4 credits

BIB 911 - Cohort Elective 1 (4)

With the guidance of the director of the PhD in Biblical Studies program, each cohort will select a subject for in-depth study which matches the needs and interests of the cohort. Possible topics include but are not limited to church history, specific theological studies, Hebrew poetry, and textual criticism. 4 credits.

BIB 912 - Cohort Elective 2 (4)

With the guidance of the director of the PhD in Biblical Studies program, each cohort will select a second subject for in-depth study. The course will match the needs and interests of the cohort. 4 credits.

BIB 913 - Contemporary Instructional Methods and Design (4)

This course focuses on the methodology of constructing courses for adult learners in online and blended formats. Students will explore the relationship between technology, research, learning, and teaching and will learn how to teach effectively in online and mediated environments. This course prepares students to apply these methods in a Christian higher education context. 4 credits.

BIB 914 - Qualifying Exam Preparation (0)

Completion of this course is required prior to taking the qualifying examinations. Written qualifying exams will cover the areas of OT & NT biblical backgrounds, OT & NT exegesis, and OT & NT hermeneutics and theology. Students must complete the qualifying exams successfully before beginning the dissertation series. Course content from the program is studied in a collaborative manner with the goal of comprehensive review.

BIB 915 - Dissertation IA: Reading & Proposal (4)

Under the guidance of the dissertation advisor, students will review the precedent literature in an area of research interest, develop a dissertation topic, and write a proposal which presents the student's research questions and strategy. Once the proposal is approved, the student may proceed to Dissertation IB. Students may not begin research until the Dissertation Committee accepts the proposal.

BIB 915C - Dissertation IA: Continuation (0)

BIB 916 - Dissertation IB: Chapters 1-2 (4)

After securing topic approval in Dissertation IA, students in Dissertation IB will focus on developing the first two chapters of the dissertation with oversight from the faculty mentor. Once the first two chapters have been approved by the Dissertation Committee, the student may proceed to Dissertation II: Completion. 4 credits.

BIB 916C - Dissertation IB: Continuation (0)

BIB 917 - Dissertation II: Completion (4)

In Dissertation II: Completion, the student continues to write the final dissertation chapters with oversight and feedback from the Dissertation Committee. Dissertation II may be taken more than once. Students must be continually enrolled in Dissertation II until their dissertation is complete. 4 credits.

BIB 918 - Dissertation Defense (4)

After completion, the Ph.D. student defends the final dissertation in an open hearing. Once the Dissertation Committee has approved the dissertation, the student is recommended for graduation. 4 credits.

BIB 919C - Dissertation Defense Continuation (0)

BTC - Bible Theology Core

BTC 503 - Foundations for Integration (3)

This course offers an overview of the biblical narrative, including an examination of themes such as creation, fall, redemption, and consummation. The distinctive contribution of each stage of biblical history to that overarching narrative is considered. Special attention will be given to how the biblical narrative provides insight into the central concepts of Christian theology that help us understand God, the world, humanity, sin, redemption, and eschatology, and a Christian understanding of our place in that story. Critical hermeneutical issues will also be discussed as they arise in the study of the narrative. 3 credits

BTC 504 - Perspectives on Integration (3)

LBC | Capital educates students so that they might more ardently love God with their hearts, minds, and strength; then love their neighbors as themselves. Obeying the greatest commandment requires Christians to better align their perspectives of the world, themselves, and their communities with the Bible's perspective of reality. This course will help students understand the foundations of Christian thought so their views of the world may better agree with God's worldview as he revealed it in the Scriptures.

BTC 523 - Biblical Narrative - Old Testament (3)

This course offers an overview of the Old Testament portion of the biblical narrative, including an examination of themes such as creation, fall, and redemption. The distinctive contribution of each stage of biblical history to that overarching narrative is considered. Special attention will be given to how the biblical narrative provides insight into a Christian understanding of our place in that story. 3 credits

BTC 533 - Biblical Narrative - New Testament (3)

This course offers an overview of the New Testament portion of the biblical narrative, including an examination of themes such as redemption and consummation. The distinctive contribution of each stage of biblical history to that overarching narrative is considered. Special attention will be given to how the biblical narrative provides insight into a Christian understanding of our place in that story. (3 credits)

BTC 563 - Biblical Interpretation (3)

This course provides a focus on how to read and understand the Bible. Special emphasis is given to contemporary hermeneutical issues. Attention is also given to the use of tools to implement the practice of hermeneutics, focusing on epistolary literature. Several texts are studied that contribute to our understanding of Christian engagement with culture. (3 credits)

BTC 573 - Introduction to Christian Theology (3)

This course introduces the student to the method and central concepts of Christian theology. Special attention will be given to how the various theological topics help us understand the world (its origin and goal), humanity (the image of God and humanity's fallen state; its individual and corporate nature), redemption (salvation and life together in the church), and eschatology (how the future shapes our present life and perspective). (3 credits)

BUS - Business

BUS 505 - Developing Strategy for Organizations (3)

This course is designed to equip students to develop and evaluate the mission, vision, and values of an organization. The course will also investigate the necessity of having a constitution and bylaws consistent with the mission and vision that will assist in successfully achieving the overall mission. This course will also examine governance structures that will ensure adequate control and understanding of roles designed to achieve mission success.

BUS 510 - Leadership and Management (3)

This course will equip students to prepare for a strategic leadership role within an organization. Students will gain an understanding of resources and tools needed to determine roles, evaluate responsibilities, and set up a culture of accountability to lead the staff to optimal ethical performance. Students will gain an understanding of goals and objectives, building teams and how to manage volunteers.

BUS 515 - Ethics (3)

This course provides an in-depth knowledge of major issues the roles of ethics and accountability plays in an organization. Decisions made by leaders affect people's lives in a profound manner, so it is important to have a basic understanding of the ethical theories and traditions. Transparency and the need to maintain good financial practices will be investigated to show how ethics plays a role in the organization. The course will utilize a biblical worldview perspective to introduce students to the philosophical framework of ethics.

BUS 520 - Strategic Marketing (3)

This course examines how organizations use marketing to accomplish their mission. This course will equip students to create a strategic marketing plan that includes a clear understanding of the target market that includes geographic, demographic, psychographic and behavioristic components. The importance of communicating a clear and concise message will be investigated.

BUS 525 - Managerial Accounting (3)

This course will equip students to understand and review accounting procedures, financial management tools, and overall financial performance of an organization. This course will explore budgeting techniques needed to develop short-term and long-term budgets and how to manage them. In addition to operating budgets, capital budgets and cash flow budgets will be discussed.

BUS 550 - Building an Organizational Culture (3)

This course will equip students to manage and lead a nonprofit organization, learning how to build and develop an exceptional culture. Roles, relationships, and responsibilities of the board and management team will be investigated to clearly understand how they impact the organization's culture and how they can improve the culture.

BUS 560 - Legal Issues and Risk (3)

This course will explore the many facets of current legal issues and risks facing nonprofits. Students will be able to identify the need for and the key elements of contracts, employment law, various types of insurance, protection of intellectual property, leases, and security issues. The students will learn to identify the state and federal regulations impacting the organization along with the risks and devise strategies to mitigate these issues.

BUS 570 - Social Media (3)

This course builds on strategic marketing by understanding and investigating the use of social media as a marketing tool and how it integrates with other elements of the marketing plan. This course will introduce the use of various social media platforms that are applicable to the nonprofit organization.

Prerequisite: BUS 520.

BUS 580 - Fund Raising and Advancement (3)

This course will equip students to examine issues confronting nonprofit organizations regarding fundraising and philanthropy. The course will provide practical instruction regarding fundraising that will achieve the required funds to meet the budget and provide funds for expansion. This course will cover donor cultivation, capital campaigns, financial stewardship, and other means of assessing and procuring the needed funds within a biblical worldview framework.

BUS 590 - Advanced Financial Management (3)

This course will discuss advanced financial management topics that cover cash flows, taxes, debt, and capital project evaluation techniques that are used within the nonprofit sector. Students will develop financial documents and budgets within the framework of a biblical worldview.

Prerequisite: BUS 525.

BUS 605 - Decision Making and Analytical Techniques (3)

This course will cover concepts and methods to structure managerial decisions in a coherent fashion and to deal with multiple objectives that are at times conflicting. The framework will then be extended to groups of interacting subjects, both with common and contrasting objectives. This course will use case studies to explore the concepts and methods.

Prerequisite: All Masters of Nonprofit Management courses, including BUS 550, BUS 560, BUS 570, BUS 580, BUS 590.

BUS 610 - Leadership Coaching Strategies (3)

This course will present and cover coaching techniques and how to utilize them effectively within an organization. To effectively manage an organization, a leader needs to know how to get the best out of the individuals within the organization. This course will teach methods and enable the student to improve their coaching techniques using various cases and provide a certification from Leadership Systems Inc. to become an accredited coach.

Prerequisite: All Masters of Nonprofit Management courses, including BUS 550, BUS 560, BUS 570, BUS 580, BUS 590.

BUS 615 - Financial Decision Making (3)

This course will utilize business cases, both with profit and nonprofit organizations that are designed to enhance the students' overall financial acumen. The emphasis is placed on real life situations that may be faced by the students within their own organizations.

Prerequisite: All Masters of Nonprofit Management courses, including BUS 550, BUS 560, BUS 570, BUS 580, BUS 590.

BUS 620 - Executing the Marketing Plan (3)

Once the strategic marketing plan has been established the next step is to execute the plan. Case studies will be utilized to present various situations that students may face in the future. Plans can be developed but the real success comes in the implementation and the adaptations that are made in real time that will ensure overall success.

Prerequisite: All Masters of Nonprofit Management courses, including BUS 550, BUS 560, BUS 570, BUS 580, BUS 590.

BUS 625 - Advanced Organizational Strategy (3)

This course is the capstone for the MBA program. This course integrates numerous business disciplines to formulate, analyze, and implement effective organizational strategy. Students will analyze complex business situations to make strategic decisions under conditions of uncertainty. Course engagement includes such activities as discussions, reading, study time, case work, assignments and demonstrating evidence of good practices.

Prerequisite: All Masters of Nonprofit Management courses, including BUS 550, BUS 560, BUS 570, BUS 580, BUS 590.

CFM - Children & Family Ministry

CFM 501 - Foundations of Children and Family Ministry (3)

The biblical, historical and philosophical principles of Children's Ministry are examined and applied. Attention is given to the development of a ministry philosophy and vision that will strengthen Children and Family Ministry in the local church. Models of ministry will be examined, developmental and age-characteristics appraised, and the teacher/learner process explored. This course is designed to investigate the merits of ministering to children in the context of the family. 3 Credits.

CFM 502 - Spiritual Formation of Children and Families (3)

Serving as an introduction to the pastoral care needs of children and families, this course explores the stages of childhood development and their impact on counseling children and families. A cursory examination of topics will be explored such as the special needs of children, qualities of healthy families, ministry to divorced and blended families, counseling abused children and caring for children and families encountering grief. This course is designed to teach skills that will enable ministry leaders to address the concerns that a parent or teacher may have about a child's emotional, spiritual or psychological well-being. Life situations will be addressed in the class. 3 Credits.

CFM 503 - Missional Families in a Global World (3)

Targeting the role of the Children's Ministry leader, this course examines strategies for effective management and leadership of Children and Family Ministry. Attention will be given to the personal qualities and skill areas germane to effective leadership. Principles of team building and equipping will be taught and demonstrated. Students will participate in case studies focused at problem-solving and team building. Each student is expected to participate in a hands-on ministry experience. 3 Credits.

CFM 504 - Global Children's Ministry (3)

This course is designed to study the aspects of spiritual formation in the lives of children in the familial context. The cognitive, social, emotional, and physical characteristics of children, birth to age twelve, are considered in detail. The principles of evangelism and discipleship on the life of a child will be studied in conjunction with developmental stages. Students will examine children's spirituality through library research, exploratory observation, and interviewing of children, teachers, and/or parents in church, parachurch, and/or home contexts. 3 Credits.

CFM 506 - Global Children and Family Ministry (3)

This course is designed to provide a basic understanding of and framework for global ministry to children and families. Students will prepare to effectively advocate for children as they explore a variety of issues placing children and families at risk in our world today. This course will also explore biblical and practical issues raised in the evangelism and discipleship of non-Christian children. The emphasis throughout will be on developing a holistic ministry to children that connects the church to community.

CFM 507 - Foundations of Children and Family Ministry (3)

CFM 508 - Spiritual Formation of Children and Families (3)

CFM 509 - Missional Families in a Global World (3)

CFM 511 - Foundations of Children and Family Ministry (3)

This course provides a coherent theological and philosophical foundation for children and family ministries. The course traces the teaching of both the Old and New Testaments regarding children and families and explores historical views of children throughout church history. Various contemporary models for ministry with children and families are presented as students begin to form their own ministry philosophy.

Prerequisite: None.

CFM 512 - Contexts of Children and Family Ministry (3)

This course explores ways the church can more effectively minister to children and families in a broken world by identifying healthy child development and issues that may threaten that development. The course will address how children may respond to crises and present practical shepherding skills to help families navigate life's challenges. Biblical and practical issues arising in outreach to non-Christian children and families will also be explored. Throughout, the course will emphasize developing a holistic ministry to children and families that connects the church to the community.

Prerequisite: None.

CFM 513 - Faith Formation in Children and Families (3)

This course equips students to develop a discipleship-focused ministry to children and families in the context of the local church. The course will explore theories of faith formation in children as well as the vital role of the Holy Spirit in evangelism and discipleship. Leaders will be equipped to cultivate spiritual practices and celebrate faith milestones with meaningful Bible engagement as a foundation for faith formation. Throughout, a dynamic partnership between church and home will be emphasized.

Prerequisite: None.

CFM 514 - Leadership of Children and Family Ministry (3)

This course equips students for a leadership role in ministry to children and families. The course will explore ministry vision and strategies to recruit and equip others for ministry. Students will be prepared to design and evaluate ministry programs that grow children and families. Attention will also be given to the personal life of the ministry leader and to developing healthy rhythms that can sustain long-term effectiveness in life and ministry.

Prerequisite: None.

CFM 590 - Independent Study (3)

This independent study course is for those rare exceptions when a student may have an interest in an area of study related to his/her ministry that is not covered by the curriculum. This independent study course is for those occasions when a student may have an interest in an area of study related to his/her ministry that is not covered by the curriculum. Please contact your advisor or the Graduate School Office for additional information. 3 credits.

CFR - Formational Leadership

CFR 501 - Eugene Residency (0)

CFR 502 - International Experience (0)

CFR 503 - Eugene Experience (0)

CHC - Christian Care

CHC 505 - Foundations for Christian Care (3)

An introductory course that includes the following: The development of a biblical philosophy/worldview of Christian caregiving; An examination of the church's historic and present role in caring for people; An examination of Scripture and Theology related to the behavioral sciences; Achieving a basic awareness and understanding of individuals with special needs requiring specialized caregiving or possible referral for mental health treatment.

Credits 3

CHC 510 - Christian Care of Individuals (3)

Provides the following: A basic understanding of people and their problems as derived primarily from Scripture while incorporating appropriate behavioral science insights; an examination of the basic methodologies and techniques for assessing health, identifying and treating problems as a means of providing quality care for individuals.

Credits 3

CHC 511 - Christian Care of Individuals Lab (3)

Provides a means by which the information, techniques, practices, and methodologies learned in CHC 510 can be applied to authentic ministry experiences to individuals. The student will be observed, evaluated, and assisted by the course professor as they conduct authentic ministry sessions. The student will also learn about some of the most common problems that people experience in order to provide more knowledgeable, effective identification and intervention while caregiving.

Credits 3

CHC 515 - Christian Care of Families (3)

Provides the following: A basic understanding of marriage, family, children, common domestic problems, and relevant issues as derived primarily from Scripture, while including sociological and psychological insights. An examination of the basic methodologies and techniques for assessing health, identifying and treating problems as a means of providing quality care for couples, children, and families.

Credits 3

CHC 516 - Christian Care of Families Lab (3)

Creates a means by which the techniques, practices, and methodologies learned in CHC 515 can be applied to authentic ministry experiences to married couples, children, and families. The student will be observed, evaluated, and assisted by the course professor as they conduct authentic ministry sessions. The student will also learn about some of the most common problems that couples, children, and families experience in order to provide more knowledgeable, effective identification and intervention while caregiving.

Credits 3

CHC 520 - Christian Care and Group Process (3)

A course for the purpose of understanding from Scripture and behavioral science the fundamentals of effective group leadership, process, dynamics, and facilitation. Students will participate in an authentic group experience as a participant and facilitator in Residency and will also have opportunity to create, facilitate, and evaluate their own group outside of class.

Credits 3

Prerequisite: (CHC511 AND CHC516).

CHC 525 - Training Christian Care Givers (3)

Assists students in the developing of personal vision, collective design and promotion while considering fundamental ethics in the training of caregivers to serve in both church and parachurch ministry settings. Referrals to and networking with outside community-based individuals, professionals, institutions, organizations, resources, and agencies will also be considered.

Credits 3

CHC 590 - Christian Care of Individuals and Families Practicum (3)

A capstone field apprenticeship conducted under the supervision of an experienced mentor. This course exists for the purpose of giving the student opportunity to apply things learned throughout the duration of the program and specifically relates to providing Christian care and discipleship to individuals, married couples, children, and families in either a church or parachurch ministry setting.

Credits 3

CHC 595 - Training Christian Care Givers Practicum (3)

A capstone field apprenticeship conducted under the supervision of an experienced mentor. This course exists for the purpose of giving the student opportunity to apply things learned throughout the duration of the program and specifically relates to training and overseeing Christian caregivers in either a church or parachurch ministry setting.

Credits 3

COM - Communication

COM 505 - Seminar in Strategic Communication (3)

Strategic Communication brings together various fields and professions in communication to help an organization fulfill its mission. This may include marketing, public relations, brand communication, and what is traditionally thought of as advertising and encompasses both external and internal messaging plans. This course will examine the planning and research that goes into message development, communication planning, audience/competition research, goal/objective setting, and implementation. Aligning an organization's communication goals with its structural/institutional mission is essential to delivering focused messaging to key audiences across all forms of mediated communication. This multidisciplinary course will explore the processes, techniques, and ethical considerations inherent in strategic communication planning and implementation. (3 credits)

COM 506 - The Communication Vocation (3)

As co-creators of culture, Christian communicators are in a unique position to use biblical communication principles in their profession to influence the world around them. The term vocation literally means a calling. What happens when God's people are equipped with creative gifts and called to serve in church and society in the field of communication? This course will explore God's code of conduct for Christian communicators as well as best practices of Christian communication professionals. Topics will cover serving God, serving the work, serving the audience, selectivity, discernment, discipline, and community. Participation in a Professional Conference is required for successful completion of this course. (3 credits)

COM 507 - Digital Media Metrics and Analytics (3)

Communication professionals operate in a digital media landscape that gives them access to more data to drive decisions than ever before. However, not all data are created equally. This course will explore the wealth of digital metrics and analytics (often called key performance indicators [KPIs]) to help students distinguish the useful from the distracting. Using online tools and analytical techniques, this course will prepare professionals to measure and track this relevant data to inform the performance of media campaigns and to suggest strategy shifts and alterations. (3 credits)

COM 508 - Strategic Communication and Organizational Ethics (3)

This course explores the correlation between ethical philosophy and praxis as it relates to communication planning and initiatives within organizational constructs. Through an examination of relevant case studies in communication and organizational ethics, this course will help students understand ethical decision making, interpret ethical motivations, and predict ethical behaviors of key organizational stakeholders. The growing literature on organizational ethics will be examined. Different organizational ethics theories and frameworks will be discussed and analyzed. Topics will include social responsibility, moral agency, corporate values, institutional governance, globalization, and personal values and integrity as they relate to serving an organization's communication needs. (3 credits)

COM 509 - Leadership in Organizational Communication (3)

This course will explore leadership strategies, theories, and techniques to help communication leaders effectively manage others. Habits of effective leadership will be explored including time management, the ability to make sound decisions, managing teams effectively, and key interpersonal communication strategies. Competing conceptualizations of management styles, socially conscious leadership practices, and moral/values-based leadership practices will be explored. (3 credits)

COM 602 - Strategic Communication for Non-Profit Organizations and Ministries (3)

This course explores practical theories of communication and rhetorical persuasion as they relate to developing strategic communication strategies for non-profit organizations (NPO) and ministries. This includes, but is not limited to, community/public relations, advancement/donor relations, social media management, and event planning. These communication theories are designed to strengthen communication competencies of Christian professionals engaged with NPO and ministry campaigns. Specific ethical and legal issues governing NPOs and ministries will also be explored. (3 credits)

COM 603 - Crisis Communication in Organizations (3)

This course provides an overview of the elements of crisis communication and the best practices for creating a crisis communication plan, crisis communication messaging, and reacting to crises when they occur. Through an analysis of various critical audiences, students will review and apply the most effective strategies for communicating their organization's message during a crisis. Through case studies, students will explore common pitfalls of poor crisis communication and the ethical issues that arise when crises aren't managed well. (3 credits)

COM 604 - Communication Consulting and Assessment (3)

This course will analyze theories and research of communication consulting practices within organizations. Topics will include establishing the consultant-client relationship, communication audits within the organization, designing of descriptive evaluations and prescriptive actions, and the development of written and oral proposals. Other typical communication consulting activities will be explored including workshop design and delivery, seminars and professional development training, and communication resource development. (3 credits)

COM 690 - Strategic Communication Internship (4)

This course immerses students in a pre-professional experience that allows them to practice and further develop the skills taught in their master's program. Students will be placed in their field of interest to prepare them for a career in strategic communication leadership. Students will enhance their communication skills, develop an understanding of leadership skills required of their 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 a minimum of 120 hours of communication field-specific work. Throughout their internship process, this course will challenge students to reflect upon and evaluate their leadership skills and internship performance. (4 credits)

COM 691 - Strategic Communication Capstone Project (3)

This course will require students to produce work or oversee an aspect of an event directly related to the student's professional communication goals. The course requires students to apply communication skills, theory, and best practices in the development of the work or event. The student must demonstrate leadership in the planning, preparation, and oversight of the project. The capstone project is expected to reflect a biblical worldview by demonstrating how a Christian communication professional can potentially impact their culture for Christ. (3 credits)

CPL - Church Planting

CPL 501 - Theology, History & Models of Church Planting Movements (3)

Church Planting is deeply rooted in the New Testament narrative. Beginning with Antioch, Paul's successive missionary journeys are traced in search of timeless insights for today's church planters. A post canonical overview of history brings one up to the state of church planting in the 21st century with its myriad of models. 3 credits.

CPL 502 - Exegeting Culture for Church Planting (3)

Every church planter must replicate what missionaries have known for decades - contextualization is critical if a church is to survive and thrive. Each target culture has a unique demographic blend. Those distinctive features must be discovered, examined and understood if one intends to communicate truth in a relevant manner. This course is highly interactive with veteran church planters helping next generation planters to answer fundamental contextual church planting questions. 3 credits.

CPL 503 - Church Planting Internship I (3)

The first church planting internship will help the leader develop relational intelligence. Accountability to an academic advisor and an onsite pastoral coach are fundamental. Theory and reality are wed as a philosophy of ministry is honed and articulated as a core team is recruited. The relationship between a sponsoring church, their network of church planters and a new visionary team is crucial. 3 credits.

CPL 504 - Church Planting I (3)

This course begins to orient a church planter to prioritize their mindset toward building the Kingdom of God by first becoming a fully devoted and developed disciple of Jesus. As a foundation of biblical principles are laid, a blueprint for building the infrastructure of a new church will emerge as the systems necessary to sustain growth are identified. 3 credits.

CPL 505 - Church Planting II (3)

This course emphasizes how disciples of Jesus engage the domains of society with a kingdom mindset. A strategic plan is developed and initiated to nurture and equip new believers to grow the faith community into a church multiplication center for the global glory of God. 3 credits.

CPL 506 - Church Planting Internship II (3)

The second church planting internship will guide the team leader through the processes of laying systemic foundations. Accountability to an academic advisor and an onsite pastoral coach will continue. Theory and reality will be articulated as systems are developed to accommodate the planting team's mission, vision and values. 3 credits.

CPS - Professional Counseling

CPS 500 - Candidacy Course (0)

CPS 501 - Orientation to Professional Counseling Identity, Function & Ethics (3)

Orientation to the field of professional counseling requires a thorough understanding of professional identity and current professional issues related to counselor functioning in a variety of settings. This course introduces students to concepts regarding the professional functioning of licensed professional counselors including history, roles, professional organizations, standards, and credentialing. Current issues in the practice of counseling in a variety of professional settings and current labor market information relevant to opportunities for practice are explored. Students will be introduced to the core requirements, multicultural competencies, and spiritual/religious competencies necessary to becoming a counselor. Students are also introduced to program policies, graduate level writing and APA style.

CPS 502 - Research Statistics for the Social Sciences (3)

This course is offered to prepare students for the Research Design and Methods and the Research Thesis Course. It develops the practice, concepts and principles of statistics and design (both quantitative and qualitative) for their practical use in human research. The course will teach principles for research statistics and pose laboratory assignments for the calculation and practical application of statistics. 3 credits.

CPS 503 - Research Design and Methods (3)

Instruction and class activities focused on drafting a thesis proposal, a hypothetical research report, or a literature review for a formal assessment, action research evaluation while developing proficiency in such research skills as identifying and focusing on a research problem. The course will enable the student to access and interpret scholarly literature to design quantitative or qualitative research methods, including action research, and to identify research instructions for a program-specific project in individual, group, marriage and family, and school counseling. 3 credits. Prerequisite: CNS 502 or its equivalent.

Prerequisite: (CN502GN OR CPS502).

CPS 505 - Research and Program Evaluation (3)

This course provides an introduction to research and methodology in the field of counseling. Emphasis is placed on gaining the knowledge necessary to evaluate the conclusions of published research. Students will be introduced to a variety of counseling research strategies in order to assist the evaluating and incorporating relevant findings in counseling practice. To that end, basic knowledge of research methodology, research design, sampling, measurement, statistics, and ethical issues for conducting research will be addressed. 3 credits.

Prerequisite: (CPS501 OR CPS508 OR CPS530 OR CPS500 OR CPS541 OR CPS501GN OR CPS501N OR CPS501NN OR CPS508N OR CPS530N OR CPS541N).

CPS 508 - Counseling Skills in Helping Relationships (3)

This course provides foundational skill education and training for helping relationships. The focus of the course is to engage students to develop and practice of basic counseling skills through demonstration, discussion, participation in skills practice, video captured role plays and individual and peer supervision. Attention will be given to relationship and rapport building, case conceptualization and goal and objective setting, setting session agenda and session planning. Analysis of counselor's skills and abilities in relationship building will be assessed. 3 credits.

CPS 510 - Human Growth and Development across the Lifespan (3)

This course provides an overview of contemporary theoretical perspectives regarding the nature of developmental needs and tasks from infancy through late adulthood, the influences of development on mental health and dysfunction and the promotion of healthy development across human life span. The special tasks, challenges, and concerns for age-stage related issues will be evaluated and discussed while emphasizing the physical, mental, emotional, intellectual and spiritual growth of the individual. 3 credits

Prerequisite: CPS501, CPS508, CPS515, CPS530, CPS541.

CPS 514 - Psychopharmacology (3)

This course will consider the manner in which the human body intakes, absorbs, and excretes substances known as street drugs, prescription medications, and common dietary substances which impact the psychological balance of the individual. We will also engage in scholarly inquiry pursuant toward proficiency in understanding psychotropic treatment of various psychological disorders. 3 credits.

Prerequisite: (CPS500 OR CPS501 OR CPS501GN OR CPS501N OR CPS501NN OR CPS505 OR CPS505N OR CPS508 OR CPS508N OR CPS510 OR CPS510GNN OR CPS510GN OR CPS510N OR CPS515 OR CPS515GN OR CPS515N OR CPS525 OR CPS525N OR CPS530 OR CPS530N OR CPS531 OR CPS531GNN OR CPS531GN OR CPS541 OR CPS541N).

CPS 515 - Counseling Theory and Techniques (3)

This course provides an overview of the leading systems of psychotherapy and their application to the treatment of mental and emotional disorders. Depressive and Anxiety disorders are used as models for case conceptualization and the development of treatment strategies with specific attention to Person-Centered and Cognitive Therapy models. The role of spirituality and religion in treatment is discussed. An appraisal from an evangelical Biblical perspective prepares students to navigate unique treatment issues critical to work with conservative Christian clients. 3 credits.

Prerequisite: (CPS501 OR CPS501GN OR CPS501N OR CPS501NN OR CPS508 OR CPS508N OR CPS530 OR CPS530N OR CPS541 OR CPS541N).

CPS 517 - Biopsychology (3)

This course is an introduction to basic concepts related to the biological bases of behavior. Beginning with an elementary geography of the central nervous system, students will gain an understanding of how brain structure relates to brain function and to behavior. Topics covered include brain structure, neuronal communication, drugs and hormonal influences on the brain, visual sensation and perception, sleep and waking states, sexual behavior, brain lateralization, language, and psychological disorders. 3 credits.

Prerequisite: (CPS500 OR CPS501 OR CPS501GN OR CPS501N OR CPS501NN OR CPS505 OR CPS505N OR CPS508 OR CPS508N OR CPS510 OR CPS510GNN OR CPS510GN OR CPS510N OR CPS515 OR CPS515GN OR CPS515N OR CPS525 OR CPS525N OR CPS530 OR CPS530N OR CPS531 OR CPS531GNN OR CPS531GN OR CPS541 OR CPS541N).

CPS 520 - Applied Counseling & Psychological Methodologies (3)

This course will introduce the student to a variety of traditional counseling methodologies along with our appraisal from an evangelical Biblical perspective. Students will also have opportunities to develop breadth of concrete and functional skills to facilitate helping of the "whole" person. Consideration will also be given to contemporary issues facing the practitioner. Prerequisite: First semester practicum should be completed before registering for skills courses.

Prerequisite: (CPS501G AND CPS508 AND CPS530 AND CPS541 AND CPS500).

CPS 525 - Assessment Techniques in Counseling I (3)

Assessment Techniques I is a course designed to introduce students to various instruments designed to measure psychological functioning. To that end, the student will be familiarized with several measures that are frequently administered to children, adolescents, and adults. It is hoped, however, that throughout the semester, students will develop greater competency with instruments that are germane to their population of interest as well as those that fit current and future ministry opportunities while maintaining a well-rounded appreciation of the role of assessment in the course of helping clients. 3 credits.

Prerequisite: (CPS500 OR CPS501 OR CPS501GN OR CPS501N OR CPS501NN OR CPS508N OR CPS508 OR CPS530 OR CPS530N OR CPS541 OR CPS541N).

CPS 530 - Professional Ethics and Legal Issues in Counseling (3)

This course is designed to provide an overview of the ethical and legal practices in the field of counseling, with a specific focus upon the professional issues of practice including practice specializations. The Codes of Ethics of national and professional counseling organizations will be reviewed. An overview of the state/local statutes that govern the practice of counseling will also be provided. A study of ethical principles as they apply to situations of counseling will be conducted by means of investigating the standards and their dimensions of application through case study. Students will be expected to grow in their level of judgment for decision-making in the context of ethical dilemmas and challenges. 3 credits.

CPS 531 - Psychopathology & Counseling (3)

An understanding of assessment categories based on abnormal psychology classifications is crucial in helping the Mental Health Provider adequately diagnose and deliver appropriate treatment options for those who seek our help. This course will survey these categories while also considering theological perspectives on abnormality. The use of case studies will provide a practical application of how assessment is utilized in the counseling room. 3 credits.

Prerequisite: (CPS500 OR CPS501 OR CPS501GN OR CPS501N OR CPS501NN OR CPS508 OR CPS508N OR CPS530 OR CPS530N OR CPS541 OR CPS541N).

CPS 540 - Marriage Counseling & Psychotherapy (3)

This course is designed to explore the major models of couple therapy as well as biblical concepts foundational to marriage and relationship. The class will also consider materials on major ruptures of the relational bond. Through readings, lectures, video tapes and classroom participation, theoretical perspectives and therapeutic techniques will be presented. Students are encouraged to become familiar with journals that focus on marriage and marital therapy as well as relationship enhancement. 3 credits.

Prerequisite: (CPS500 OR CPS501 OR CPS501GN OR CPS501N OR CPS501NN OR CPS505 OR CPS505N OR CPS508 OR CPS508N OR CPS510 OR CPS510GNN OR CPS510GN OR CPS510N OR CPS515 OR CPS515GN OR CPS515N OR CPS525 OR CPS525N OR CPS530 OR CPS530N OR CPS531 OR CPS531GNN OR CPS531GN OR CPS541 OR CPS541N).

CPS 541 - Group Counseling Leadership Skills (3)

This is a clinical course designed to give students didactic and experiential introduction to theory, practice, and treatment in group counseling. The course will cover the theoretical foundations of group counselling and group work, contemporary theories, and group counseling leadership skills including group selection, group formation, group interventions, and group evaluation. 3 credits.

CPS 545 - Counseling the Older Adult (3)

The course is designed to introduce students to critical issues in the aging process as well as related functional challenges experienced by older adults and their families. As such, the class reviews deficits and strengths associated with aging among older adults with the hopes of equipping students to acquire skills to enhance the overall wellbeing of the older adult client. The course spans a range of topics, such as theories of aging, misconceptions about aging and older adults, counseling skills and techniques for working with the older adult, and resource procurement for the aged. A review of gerontology is provided in order to enhance the student's appreciation of the multiple factors that helped shape the field of older adult therapy today. In keeping with LBC's vision statement and the overall mission of our college, considerable effort will be dedicated toward enhancing students' sensitivity to the needs of this population in order to optimize ministry opportunities with the elderly client. This course will emphasize practice models, counseling skills, and intervention techniques that will equip the counseling student for effective ministry.

Prerequisite: (CPS501N OR CPS505N OR CPS508N OR CPS510GNN OR CPS520N OR CPS525N OR CPS530N OR CPS531GNN OR CPS541N OR CPS500 OR CPS501 OR CPS501GN OR CPS501NN OR CPS505 OR CPS508 OR CPS510 OR CPS510GN OR CPS510N OR CPS515 OR CPS515GN OR CPS515N OR CPS525 OR CPS530 OR CPS531 OR CPS531GN OR CPS541).

CPS 546 - Theories of Personality (3)

This course is a study of theory and research on personality and its development. Major secular perspectives will be evaluated through comparison and contrast to a Biblical perspective. An overview of abnormal psychology and clinical applications will be studied in their relationship to personality development.

Prerequisite: (CPS501N OR CPS508N OR CPS530N OR CPS541N OR CPS505N OR CPS520N OR CPS510GNN OR CPS525N OR CPS531GNN OR CPS500 OR CPS501 OR CPS501GN OR CPS501NN OR CPS508 OR CPS530 OR CPS541 OR CPS505 OR CPS515 OR CPS515GN OR CPS515N OR CPS510 OR CPS510GN OR CPS510N OR CPS525 OR CPS531 OR CPS531GN).

CPS 550 - Family Counseling & Psychotherapy (3)

This graduate level course will acquaint students with the history, theories and techniques of family counseling. Students will be introduced to systems theory, brief therapy and various other approaches to family counseling. Students will be challenged to develop an integrated approach to family counseling. 3 credits.

Prerequisite: (CPS500 OR CPS501 OR CPS501GN OR CPS501N OR CPS501NN OR CPS505 OR CPS505N OR CPS508 OR CPS508N OR CPS510 OR CPS510GNN OR CPS510GN OR CPS510N OR CPS515 OR CPS515GN OR CPS515N OR CPS525 OR CPS525N OR CPS530 OR CPS530N OR CPS531 OR CPS531GNN OR CPS531GN OR CPS541 OR CPS541N).

CPS 551 - Assessment Techniques in Counseling II (3)

This class is intended to provide students with further grounding in psychological assessment. Building upon principles discussed in CN 525, students in this course will be exposed to the concept of a comprehensive battery of measures. To that end, fewer instruments will be reviewed; however, a considerable portion of the class will be devoted to honing clinical skills in administration, interpretation, and integration, which will be expressed through report-writing. Ultimately, this class will help students with diagnostic formulations and assist with creating and implementing appropriate recommendations for the various populations that they serve. 3 credits

Prerequisite: (CPS500 OR CPS501 OR CPS501GN OR CPS501N OR CPS501NN OR CPS505 OR CPS505N OR CPS508 OR CPS508N OR CPS510 OR CPS510GNN OR CPS510GN OR CPS510N OR CPS515 OR CPS515GN OR CPS515N OR CPS525 OR CPS525N OR CPS530 OR CPS530N OR CPS531 OR CPS531GNN OR CPS531GN OR CPS541 OR CPS541N).

CPS 552 - Marriage and Family Issues (3)

This course is designed to explore marriage family issues from both a Biblical perspective and an ever evolving cultural and societal perspective. Concepts that challenge the very integrity and foundation of marriage and family such as the redefinition of marriage, same-sex partnerships, divorce, single parenting, etc. will be of primary focus. The student's learning experience will involve readings, lectures, media, case materials, and classroom participation. Students will become familiar with journals that focus on marital and family issues as well as biblical responsiveness and therapeutic insight. 3 credits.

Prerequisite: (CPS500 OR CPS501 OR CPS501GN OR CPS501N OR CPS501NN OR CPS505 OR CPS505N OR CPS508 OR CPS508N OR CPS510 OR CPS510GNN OR CPS510GN OR CPS510N OR CPS515 OR CPS515GN OR CPS515N OR CPS525 OR CPS525N OR CPS530 OR CPS530N OR CPS531 OR CPS531GNN OR CPS531GN OR CPS541 OR CPS541N).

CPS 553 - Counseling & Psychotherapy for the Individual (3)

This course will be taken near the end of the student's program to help the student become more proficient with integrating theory into practice. Concepts from theories and methods courses taken earlier in the program along with experiences from the practical setting will be utilized to give the student greater confidence when counseling the individual with serious mental health difficulties. Each student will be reviewed regarding how well the student has applied the scope of training to the field setting by producing recorded and transcribed verbatim accounts of their counseling experience. 3 credits.

Prerequisite: (CPS500 OR CPS501 OR CPS501GN OR CPS501N OR CPS501NN OR CPS505 OR CPS505N OR CPS508 OR CPS508N OR CPS510 OR CPS510GNN OR CPS510GN OR CPS510N OR CPS515 OR CPS515GN OR CPS515N OR CPS525 OR CPS525N OR CPS530 OR CPS530N OR CPS531 OR CPS531GNN OR CPS531GN OR CPS541 OR CPS541N).

CPS 570 - Advanced Theoretical Analysis (3)

This course will challenge students to solidify their own Biblical understanding of subject matters that relate to human behavior and the field of counseling. It will help them to develop their own "filters," based on a solid Biblical and doctrinal knowledge, whereby to study critically secular and Christian theories of personality, counseling, and psychotherapy. The initial sessions will focus on laying the foundation by which the students can effectively critique different schools of thought. Specific popular ideas and strategies of counseling will also be explored, including the use of secular self-help materials. 3 credits. Prerequisite: CNS 520.

Prerequisite: (CN520GN OR CNS520GN).

CPS 572 - Counseling Addictions (3)

This course is designed to assist the student with an understanding of addiction, the effects of addiction on the family; as well as the process of counseling these individuals toward recovery. The focus will be on alcoholism, but also pertain to all substance abuse and related addictions however we will also cover non-substance addictions. The course will be beneficial to those who minister to addicts at any level, but especially those who desire a more thorough understanding of counseling the addict and their family. This course will attempt to integrate psychological findings on addiction, governing biblical principals, along with professional and practical ministry experience of the professor. 3 credits.

Prerequisite: CPS501, CPS505, CPS508, CPS510, CPS515, CPS525, CPS530, CPS531, CPS541, CPS 583, CPS588.

CPS 573 - Advanced Addictions Treatment Methods (3)

This course is designed to build upon knowledge gained in the introductory addictions course and to prepare students for clinical addictions practice and successful completion of the Examination for Master Addictions Counselors (EMAC). Students will gain a deeper understanding of how both substance and process addictions impact families and learn professional therapeutic service delivery with this population. In addition to learning how to professionally counsel family members affected by addiction, students will be trained to navigate a process of reconciliation for spouses and families. This course is specifically for students pursuing professional addictions counseling. 3 credits.

Prerequisite: (CPS501N OR CPS505N OR CPS508N OR CPS510GNN OR CPS520N OR CPS525N OR CPS530N OR CPS531GNN OR CPS541N OR CPS500 OR CPS501 OR CPS501GN OR CPS501NN OR CPS505 OR CPS508 OR CPS510 OR CPS510GN OR CPS510N OR CPS515 OR CPS515GN OR CPS515N OR CPS525 OR CPS530 OR CPS531 OR CPS541 OR CPS572 OR CPS572N).

CPS 575 - Counseling Children and Adolescents (3)

This course provides specialized knowledge and skills training in counseling children and adolescents. Students will learn to assess behavior and incorporate developmentally and culturally appropriate strategies and techniques to meet the needs of counseling children and adolescents both within the school and agency setting. Students will examine and apply various research-based theoretical, behavioral, and play therapy techniques for counseling children and adolescents. 3 credits

Prerequisite: (CPS500 OR CPS501 OR CPS501GN OR CPS501N OR CPS501NN OR CPS508 OR CPS508N OR CPS530 OR CPS530N OR CPS541 OR CPS541N).

CPS 576 - Advanced Addiction Treatment Methods (3)

Prerequisite: CPS501, CPS505, CPS508, CPS510, CPS515, CPS525, CPS530, CPS531, CPS541, CPS 583, CPS588.

CPS 577 - Human Sexuality (3)

This course will explore various issues related to human sexual development throughout one's lifespan. We will also concern ourselves with the more current and controversial issues regarding sexuality and gender of our day. We will seek to understand them from a biblical perspective, and consider ways in which the professional counselor can assist counselees who have developed divergent sexual practices. 3 credits

Prerequisite: (CPS500 OR CPS501 OR CPS501GN OR CPS501N OR CPS501NN OR CPS508 OR CPS508N OR CPS530 OR CPS530N OR CPS541 OR CPS541N).

CPS 580 - Equine-Assisted Therapy (3)

The equine assisted therapy course is designed to introduce students to the fundamentals of counseling using horses. This experiential and interactive course will be held off-site at an equine assisted therapy facility. The course will address the history, development, and current views of this unique and growing field, as well as the diverse therapeutic applications of equine assisted therapy as Christian counselors. Students will receive hands-on opportunities to learn and explore individual and group equine assisted therapy methods, in addition to assigned reading, research, and presentations.

CPS 581 - Evaluation Writing in Counseling & Psychology (3)

This course will equip students with report writing skills. The students will recognize the elements, procedures, and purpose for report writing, which will be utilized educationally, forensically, and professionally. 3 credits. Prerequisite: CPS 525.

Prerequisite: (CNS525GN OR CN525GN).

CPS 583 - Multicultural Foundations of Counseling (3)

This social and cultural diversity course is focused on preparing students to practice competent multicultural counseling. Issues such as race, ethnicity, gender, age, spirituality and religion, psycho-sexual orientation, mental and physical characteristics, and social and cultural norms are examined as they relate to the overarching context of relationships and human development. The influence of culture, subculture, and socioeconomic status on the counseling relationship is explored. Theories of multicultural counseling, identity development, pluralistic trends, and systems-oriented intervention strategies (couple, family, group, and community) are considered. Counselor cultural self-awareness and the role of counseling in eliminating biases, prejudice, oppression, and discrimination are emphasized. 3 credits.

Prerequisite: (CPS501 OR CPS501GN OR CPS501N OR CPS501NN OR CPS508 OR CPS508N OR CPS530 OR CPS530N OR CPS541 OR CPS541N).

CPS 585 - Trauma-Informed Counseling (3)

Trauma results from an event, series of events, or set of circumstances experienced by an individual as physically or emotionally harmful or life-threatening. Lasting adverse effects undermine mental, physical, social, emotional, and spiritual well-being. This course explores the effects of crisis, disasters, and trauma on diverse individuals across the lifespan, and the impact of crisis and trauma on individuals with mental health diagnoses. Crisis intervention and community-based strategies are reviewed. Students then delve into the concept of trauma-informed care. A trauma-informed approach to counseling frames many problem behaviors as understandable attempts to cope with traumatic experiences and aims to avoid re-victimizing the client by maximizing the survivor's choices and control over the healing process. Course Prerequisite(s) - GPC 515, GPC 517, GPC 531

Prerequisite: (GPC515 OR GPC515N OR GPC517 OR GPC531 OR GPC531N).

CPS 586 - Advanced Applied Research Practicum (3)

This course provides an opportunity for a student to apply and hone previously acquired research and statistical skills toward data collection, calculation, and scientific writing with the goal of publication.

CPS 588 - Career and Lifestyle Development (3)

This course is designed to provide students with a comprehensive introduction to the theoretical and practical aspects of vocational counseling and career development, including interaction with how biblical teaching relates to these areas of counseling. The underlying goal of this course is to equip students to help their clients discern their calling, and utilize their talents and resources in the process of reaching their vocational goals. Major theories of vocational counseling and career development will be presented with a discussion of the treatment implications for counseling interventions. Students will have an opportunity to learn about vocational and career development counseling via discussion of case studies. At the conclusion of the course, students will have the ability to integrate vocational and career development counseling into their repertoire of resources as helping professionals. Students will also be exposed to principles of effective financial counseling to assist counselees to interact with financial issues in their career search and development process. 3 Credits.

Prerequisite: CPS501, CPS508, CPS515, CPS530, CPS541.

CPS 590 - Independent Study (3)

This independent study course is for those rare exceptions when a student may have an interest in an area of study related to his/her ministry that is not covered by the curriculum. Please contact your advisor or the Graduate School Office for additional information. 3 credits.

CPS 601 - Professional CNS Practicum (3)

This supplemented course applies the principles and methods taught in the classroom to specific counseling situations and problems. It involves the student in case studies, observation of counseling sessions, limited counseling experiences, and a literature search. 3 credits. Prerequisites: Minimum GPA of 3.0 with a minimum of 18 credits, candidacy approval.

Prerequisite: (CPS501N OR CPS508N OR CPS530N OR CPS541N OR CPS500 OR CPS501 OR CPS501GN OR CPS501NN OR CPS508 OR CPS530 OR CPS541 OR CPS505 OR CPS505N OR CPS515 OR CPS515GN OR CPS515N OR CPS510 OR CPS510GN OR CPS510GNN OR CPS510N OR CPS525 OR CPS525N OR CPS531 OR CPS531GN OR CPS531GNN).

CPS 601C - Professional CNS Practicum Continuation (0)

Prerequisite: (CPS601).

CPS 602 - Professional CNS Internship (3)

This supplemented course applies the principles and methods taught in the classroom to specific counseling situations and problems. It involves the student in case studies, observation of counseling sessions, actual counseling experience and literature research and application. 3 credits.

Prerequisite: (CPS500 OR CPS501 OR CPS501GN OR CPS501N OR CPS501NN OR CPS508 OR CPS508N OR CPS510 OR CPS510GN OR CPS510GNN OR CPS510N OR CPS515 OR CPS515GN OR CPS515N OR CPS525 OR CPS525N OR CPS530 OR CPS530N OR CPS531 OR CPS531GN OR CPS531GNN OR CPS541 OR CPS541N OR CPS601).

CPS 602C - Professional CNS Internship Continuation (0)

Prerequisite: (CPS602N OR CPS602).

CPS 603 - Counseling Internship II (3)

This supplemented course applies the principles and methods taught in the classroom to specific counseling situations and problems. It involves the student in case studies, observation of counseling sessions, actual counseling experience and literature research and application. 3 credits.

Prerequisite: (CPS500 OR CPS501 OR CPS501GN OR CPS501N OR CPS501NN OR CPS508 OR CPS508N OR CPS530 OR CPS530N OR CPS541 OR CPS541N OR CPS505 OR CPS505N OR CPS515 OR CPS515GN OR CPS515N OR CPS510 OR CPS510GN OR CPS510GNN OR CPS510N OR CPS525 OR CPS525N OR CPS531 OR CPS531GN OR CPS531GNN OR CPS601 OR CPS602 OR CPS602N).

CPS 603C - Counseling Internship II Continuation (0)

CPS 698 - Oral Comprehensive Examination (3)

The Oral Comprehensive Examination is a Capstone Project designed to afford graduating students the opportunity to present a sample of their academic and clinical skills before faculty and interested peers. To that end, students will want to approach this project with considerable deliberation and care. Similarly, the level of preparation that goes into such an endeavor parallels the effort that is invested in the research thesis. 3 credits. Prerequisites: MFC/MHC/PSC 601, CNS 503, and CNS 581.

Prerequisite: (MF601G OR MH601G OR SG601G OR MFC601 OR MHC601 OR PSC601) And (CN503GN OR CN581GN OR CPS503 OR CNS581GN).

CPS 698C - Oral Comprehensive Exam Continuation (0)

After students have registered for CNS 698, they must register each semester (not including summer and winter sessions) for CNS 698C. The student service fee will be assessed. 0 credits.

CPS 699 - Research Thesis (3)

This course of independent study will take place near the end of the student's program after the student has been accepted as a degree candidate. The student will be assigned an advisor who will discuss with the student the submission of a thesis paper which the student will produce by means of either qualitative or quantitative analysis of data. 3 credits. Prerequisites: MFC/MHC/PCS 601, and CNS 503.

Prerequisite: (MF601G OR MH601G OR SG601G OR MFC601 OR MHC601 OR PSC601) And (CN503GN OR CPS503).

CPS 860 - Advanced Applied Research Practicum (3)

This course provides an opportunity for a student to apply and hone previously acquired research and statistical skills toward data collection, calculation, and scientific writing with the goal of publication. (1-3 credits)

Prerequisite: (CPS505 OR CPS505N OR PCN335 OR SWK335).

EDL - Educational Leadership

EDL 801 - Philosophical and Theoretical Foundations of Strategic Educational Leadership (3)

This course will equip students to serve as highly prepared scholar-practitioners who apply leadership theory to practice. With an eye toward meeting the needs of diverse learners, students will evaluate theories and models of leadership for their own education context and will reflect on personal practices within their organizations. Because leadership is influenced by various worldviews and their corresponding value systems, students will be challenged to examine the philosophies behind these theories and models through the lens of Scripture.

EDL 805 - Organizational Behavior and Change (3)

This course will equip students to apply successful strategies for leading change in complex educational organizations. Students will understand factors of effective organizational culture that are foundational to healthy and positive change, including the alignment of mission, vision, and values with strategies that best utilize the organization's resources. Through the use of case studies and analyses of their own education context, students will assess needs, diagnose problems, and generate theory-based solutions.

EDL 810 - Faith, Ethics, and Equity in the Educational Context (3)

This course will equip students to intentionally link their Christian faith to issues of ethics and equity in the school environment. Students will ground their philosophy of professional practice in the gospel, such that their vision, decisions, and interactions flow from that foundation and reflect a commitment to high ethical standards, including equity for all learners. To that end, students will be empowered to champion equitable systems and practices in their own school, the surrounding community, and the larger educational landscape, and to employ a critical analysis of national, state, and local policies affecting practices in their educational institution.

EDL 815 - Instructional Supervision and Professional Development (3)

This course will prepare students to ensure the implementation of the educational mission of a school by overseeing, equipping, and empowering teachers to provide meaningful learning experiences for learners. Specifically, students will apply research-based methods to the development of district-wide processes for instructional supervision, evaluation, and professional development, with the aim of improving student achievement. Attention will be given to models and functions of supervision, as well as the practice of data-informed decision-making, and the design, implementation, and evaluation of professional development.

EDL 820 - Data Analysis and Evidence-Based Improvement (3)

This course will equip students to employ data-informed decision-making principles in a methodologically sound manner to bring about evidence-based improvement. Foundational to this process is building students' data literacy - their ability to understand, analyze, and act on data. Students will learn to critically evaluate research and its claims, specifically examining the appropriateness and strength of the research methods used and the interpretation of the data. Ultimately, this course will equip students to understand, analyze, and act on data to inform decisions made in the classroom, school, and school district.

EDL 825 - Politics, Policy, and Governance (3)

This course will equip educational leaders to understand the forces that have shaped, and continue to shape, educational policy, and to analyze and effectively navigate the various political and governance contexts in which the chief school administrator (CSA) operates. Beginning with a brief historical and sociocultural introduction to the politics of education at the national, state, and local levels, the course will examine the relationships a CSA has with both internal and external stakeholders. Specifically, it will prepare a CSA to advise the school board on educational issues and work with the board to set and adhere to educational policy. Special attention will be given to arguments for and against a variety of contemporary educational policies, as well as analysis of how a biblical worldview interacts with issues of politics, policy, and governance. (3 credits)

EDL 830 - School Law (3)

This course will equip school leaders to anticipate and recognize legal issues involved in public and private education, in order to better understand the potential risks in education management and possible strategies to reduce those risks. Additionally, participants will be prepared to use methods of legal analysis to make sound leadership decisions in areas such as students' rights, academic freedom, religion and education, discipline, and discrimination. By providing an overview of relevant legislation, regulations, and case law concerning the education of students, the course examines general principles of law and applies judicial decisions to educational environments. Implications of legal issues for public versus private schools, and legal provisions for special needs students will also be addressed, as will analysis of how a biblical worldview interacts with legal principles and precedents. (3 credits)

EDL 835 - Planning and Managing Financial Resources (3)

This course will equip educational leaders to develop a system-wide budget plan that allocates resources aligned with the system's needs and reflective of its values. With an emphasis on stewarding human and financial resources for student learning, participants will learn about sources of revenue on federal, state, and local levels; equity in the allocation of resources; management of business operations, the reporting and auditing of funds, and issues specific to funding special education and school choice. (3 credits)

EDL 840 - Personnel Management (3)

This course will equip educational leaders to play an integral role in carrying out human resources (HR) policies and practices in their school. Specifically, they will examine both the theories and practices related to the staffing of schools to ensure wise stewardship of human resources and all students learning at a high level of achievement. The course will introduce school leaders to the elements of the HR function and familiarize them with related local, state, and federal regulations. Topics include recruiting, interviewing, selecting, training, developing, and compensating employees, and evaluating their performance. Conflict resolution, effective communication skills, managing the change process, and creating and maintaining a positive school environment will also be addressed. (3 credits)

EDU 845 - Curriculum Design, Management, and Evaluation (3)

This course will equip students to identify and analyze issues in curriculum design, management, and evaluation. Such issues may include academic standards, diversity, technology, testing and assessment, innovative programs, and state and federal legislation. Included are how professionals, particularly supervisors, curriculum developers, teacher leaders, and teachers, can address these issues to improve student learning. Students develop a biblical approach to critically assess the importance and significance of issues in order to manage curriculum effectively.

EDL 850 - Technology for Educational Leaders (3)

This course will equip educational leaders to become agents for realizing the powerful potential of technology in their schools. It addresses how technology can be used as a tool for supporting both excellent teaching practices and efficient and effective administrative functions. Participants will understand both the theoretical and the practical considerations for planning and implementing technology, including the importance of building a nimble culture that supports the change inherent in technology updates. To guide strategic decisions around educational technology, students will be equipped to develop a research-based and biblically grounded philosophy of technology. (3 credits)

EDL 860 - Systematic Study of Complex Problems of Practice (3)

This course will equip students to explore approaches to inquiry of a problem of practice and engage in educational research. Conceptual, procedural, and analysis issues from quantitative, qualitative, and mixed methods research traditions will be addressed, such that students will be aware of a range of procedures that may be applied to different types of educational action research studies. Attention will also be given to guidelines that should be used in selecting a set of appropriate research methods, including theoretical and conceptual frameworks to inform research questions and the choice of data. This course will lay the foundation for the student's action research dissertation.

Prerequisite: EDL 820.

EDL 901 - Action Research Proposal (6)

This course will equip educational leaders to conduct action research by investigating a problem of practice related to school leadership. The educational leader will choose a problem of practice, with the aim of identifying a solution that will ultimately improve student learning. As a method for reflectively investigating and improving practices, action research begins with a proposal containing an introduction that includes a carefully crafted research question related to the problem of practice, a literature review, and a methodology section. Students will submit the proposal and orally defend it.

Prerequisite: All non-dissertation coursework must be completed in order to enroll in this course.

EDL 902 - Action Research Dissertation (6)

This course will equip educational leaders to continue the process of conducting action research by investigating a problem of practice related to school leadership. The problem was chosen by the student, with the aim of identifying a solution that will ultimately improve student learning. In this course, students take the next step in the research process, which is to implement the action research project. The implementation steps include collecting and analyzing data, writing up findings, and orally defending the action research dissertation. (3 credits)

Prerequisite: EDL 901 Action Research Proposal.

EDU - Education

EDU 519 - Foundations & Framework for Learning (3)

This course is designed to provide a theoretical and practical framework for creating effective instruction. The biblical worldview is the foundation for the analysis of each learning theory and the components of the instructional plans. It will include a study of human learning with a procedure for planning, delivering, and evaluating instruction. Students will develop a rationale for instructional plans with appropriate outcomes, resources, procedures, and assessments. (3 credits)

EDU 520 - Foundations of Early Childhood Education (3)

This course will introduce students to teaching in grades PreK-4 and the environments in which that teaching takes place. Students will explore the various types of early childhood settings, classroom environments for young children, the educational models that direct the design of teaching and learning, and the legislation that impacts early childhood programs. Students will be challenged to consider the influence of the Christian teacher in both public and private early childhood settings.

EDU 523 - Theoretical Foundations of Development and Learning (3)

This course is a study of theories of development and learning that influence practice in the elementary classroom. Students will explore development of the whole child- physical, social, emotional, intellectual, and spiritual and its impact on the learning process.

EDU 524 - Literacy Instruction in the PreK-4 Classroom (3)

This course will equip students to design and implement instruction for all aspects of literacy in grades PreK-4. A basis of the theories of reading instruction will be combined with the knowledge of phonemic, morphemic, semantic, syntactic, and pragmatic systems of language and the practical skills for reading instruction. Students will be prepared to plan instruction and to prepare effective materials for each pillar of literacy. Includes 10 hours of classroom observation.

EDU 526 - Diagnostic Reading Assessment (3)

A review of the instruments for the accurate assessment and preparation of intervention for the literacy needs of students in the classroom is included in this course. Emphasis is placed on the selection and application of the appropriate tools, programs, materials, strategies, and techniques available for classroom use. Consideration is given to students with special needs. (3 credits)

EDU 529 - Collaborative Team Approach (3)

This course will examine each of these roles played by educators, other professionals, and parents involved in the educational process for students with specific needs in the classroom. Emphasis will be placed on the skills to facilitate effective communication and collaboration among team members. (3 credits)

EDU 530 - Mathematics Instruction in the PreK-4 Classroom (3)

This course will equip students to effectively instruct PreK-4 learners in mathematical concepts, computation, and application. Students will understand a conceptual approach to the teaching of mathematics extending beyond the standard algorithm. Emphasis will be placed on the use of manipulatives, multiple paths to problem solving, and the use of technology tools in the instruction of mathematical skills. Includes 10 hours of classroom observation.

EDU 533 - Pedagogy for the Content Areas (3)

This course will equip students to teach science and social studies in the PreK-4 classroom. Students will review the academic standards for science and social studies and design instruction aligned to them. Instructional strategies and resources will be examined. Students will explore the teaching of concepts in each discipline through the lens of a biblical worldview.

EDU 540 - Curriculum Design (3)

This course will equip students to identify and analyze issues in curriculum design, management, and evaluation. Such issues may include academic standards, diversity, technology, testing and assessment, innovative programs, and state and federal legislation. Included are how professionals, particularly supervisors, curriculum developers, teacher leaders, and teachers, can address these issues to improve student learning. Students develop a biblical approach to critically assess the importance and significance of issues in order to manage curriculum effectively.

EDU 543 - Instructional Principles and Models (3)

This course will prepare students to ensure the implementation of the educational mission of a school by overseeing, equipping, and empowering teachers to provide meaningful learning experiences for learners. Specifically, students will apply research-based methods to the development of district-wide processes for instructional supervision, evaluation, and professional development, with the aim of improving student achievement. Attention will be given to models and functions of supervision, as well as the practice of data-informed decision-making, and the design, implementation, and evaluation of professional development.

EDU 545 - Using Data to Improve Learning (3)

This course will equip students to employ data-informed decision-making principles in a methodologically sound manner to bring about evidence-based improvement. Foundational to this process is building students' data literacy - their ability to understand, analyze, and act on data. Students will learn to critically evaluate research and its claims, specifically examining the appropriateness and strength of the research methods used and the interpretation of the data. Ultimately, this course will equip students to understand, analyze, and act on data to inform decisions made in the classroom, school, and school district.

EDU 550 - Socio-Cultural Perspectives on Education (3)

A socio-cultural perspective provides the lens through which students will look at education. A review of historical events and people will illuminate the state of schooling today. Various theories will aid in understanding the ramifications that education holds for the students, families, and all of society. (3 credits)

EDU 560 - Teacher's Life and Work (3)

This course will take a more theoretical and philosophical look at who teachers are and what teachers do. Personal reflection and development of action plans will allow the student to personalize the content to his/her experiences and goals. Students will examine teaching, learning and education through the lens of a biblical worldview. Students will develop confidence in who they are called to be as teachers. (3 credits)

EDU 570 - Apprenticeship I (3)

This culminating apprenticeship is the field placement component for the student. Sometimes called student teaching or practice teaching, this experience will take place over two semesters. A college assigned supervisor will provide frequent observations and check-ins with the student. Additionally, the student will participate in a seminar that meets on a regular basis for the purpose of professional development. The student must complete both Apprenticeship I and II at LBC over the course of an academic year. (3 credits)

Prerequisite: (SPE505).

EDU 580 - Apprenticeship II (6)

This culminating apprenticeship is the field placement component for the student. Sometimes called student teaching or practice teaching, this experience will take place over two semesters. A college assigned supervisor will provide frequent observations and check-ins with the student. Additionally, the student will participate in a seminar that meets on a regular basis for the purpose of professional development. The student must complete both Apprenticeship I and II at LBC over the course of an academic year. (For BS/MEd students: EDU 580 6 credits/ For MEd students: EDU 585 3 credits)

Prerequisite: (EDU570 AND SPE505).

EDU 585 - Apprenticeship II (3)

This culminating apprenticeship is the field placement component for the student. Sometimes called student teaching or practice teaching, this experience will take place over two semesters. A college assigned supervisor will provide frequent observations and check-ins with the student. Additionally, the student will participate in a seminar that meets on a regular basis for the purpose of professional development. The student must complete both Apprenticeship I and II at LBC over the course of an academic year. (For BS/MEd students: EDU 580 6 credits/ For MEd students: EDU 585 3 credits)

Prerequisite: (EDU570 AND SPE505).

EDU 590 - Pre-Student Teaching Field Experience (3)

This field experience (150 hours) is designed to provide the pre-student teacher with the opportunity to practice professional instructional and management skills in a classroom within the certification area. The student's performance will be reviewed by a classroom cooperating teacher and regular remote observations by a college supervisor. It is accompanied by an online seminar that includes a variety of experiences to prepare pre-service teachers for the transition from student to teacher. Opportunity will be given to develop job search materials, including a resume, cover letter, and electronic portfolio.

Prerequisite: Completion of all coursework.

EDU 591 - Student Teaching (6)

This course is the culminating field placement for students in the Early Childhood Education Post-Baccalaureate and MEd programs. This 16-week field experience takes place within the commonwealth of Pennsylvania. The details of this course are outlined in the Student Teaching Handbook. It includes a face-to-face seminar designed to complement the student teaching experience through additional activities and discussions. The student teacher is required to reflect on the classroom experiences through writing assignments in order to prepare for the professional levels of competency required of the first year teacher.

Prerequisite: Completion of all coursework.

EDU 598 - Seminar in Action Research (3)

This seminar course introduces students to the field of educational research, particularly action research. Best practices in research will be discussed as well as the ethical responsibilities. Students in the seminar course will design their action research project. (3 credits)

EDU 599 - Project in Action Research (3)

This seminar course entails the implementation of the action research project in coordination with their field placement supervisor. Students will then present their findings and complete an action research report for supervisor and peer review. (3 credits)

Prerequisite: (EDU598).

EDU 829 - Collaborative Team Approach (3)

This course will examine each of the roles played by educators, other professionals, and parents involved in the educational process for students with specific needs in the classroom. Emphasis will be placed on the skills to facilitate effective communication and collaboration among team members.

ESL - Education

ESL 500 - Culture and Communication (3)

Cultural bias and culture identity are among the topics to be explored in this course. Students will review the strategies for developing effective techniques for communication between home and school, eliminating cultural prejudices, stereotypes and integrating a multicultural perspective in schools. 3 credits.

ESL 515 - Language and Literacy Development for the English Learner (3)

Students will review theories of language and literacy development and how they are reflected in the education process. Methods, strategies, and current trends in literacy instruction will be examined according to the stages of literacy development. The course will apply language and literacy development characteristics to populations of English language learners. 3 credits

ESL 517 - Language Foundations for Teachers (3)

This course provides an introduction to language systems (phonology, morphology, syntax, pragmatics, and semantics) as they relate to practical English language teaching. Emphasis is given to the roles of pragmatics, grammar, and pronunciation in the development of communicative competence. Students explore these language systems through interactive methods designed to simulate teaching in a language classroom. 3 credits

ESL 520 - Instruction and Assessment for the English Learner (3)

This course will present methods of assessment and instruction for the English Learner with emphasis on developing literacy skills in reading, writing, speaking and listening. Various methods of instruction and assessment will be analyzed. Students will develop a philosophy of instruction and assessment for the culturally and linguistically diverse students. Through field experience, students will practice observation and instructional skills. 3 credits

ESL 590 - ESL Internship and Seminar (3)**ESL 610 - ESL Internship & Seminar (3)**

This course is a supervised field experience of 40 hours in a setting appropriate for the student's program and career goals. Students will also participate in activities that promote reflective thought, action plans, and demonstration of dispositions, knowledge, and skills for the teacher in culturally and linguistically diverse classrooms. (3 credits)

GPC - Professional Counseling, Maryland

GPC 501 - Orientation to Professional Counseling Identity, Function & Ethics (3)

Orientation to the field of professional counseling requires a thorough understanding of professional identity and current professional issues related to counselor functioning in a variety of settings. This course introduces students to concepts regarding the professional functioning of licensed professional counselors including history, roles, professional organizations, standards, and credentialing. Current issues in the practice of counseling in a variety of professional settings and current labor market information relevant to opportunities for practice are explored with a focus on Clinical Mental Health Counseling. Students will be introduced to the core requirements, multicultural competencies, and spiritual/religious competencies necessary to become a counselor. Students are also introduced to program policies, graduate-level writing and APA style. Course Prerequisite(s) - None

GPC 505 - Research and Program Evaluation (3)

This course introduces research and program evaluation in the field of counseling. Emphasis is placed on gaining the knowledge necessary to evaluate and apply the conclusions of published research to advance the counseling profession. Students will be introduced to a variety of research strategies in order to assist in evaluating and incorporating relevant findings in counseling practice and program evaluation. To that end, basic knowledge of research methodology, research design, sampling, measurement, statistics, and ethical and multicultural issues for conducting research will be addressed. Course Prerequisite(s) - None

GPC 508 - Counseling Skills in Helping Relationships (3)

This course provides foundational skills education and training for helping relationships. The focus of the course is to engage students in developing and practicing basic counseling skills through demonstration, discussion, participation in skills practice, video captured role plays and individual and peer supervision. Attention will be given to relationship and rapport building, basic case conceptualization and goal and objective setting, setting session agenda and session planning. Analysis of counseling skills and abilities in relationship building will be assessed. Course Prerequisite(s) - None

GPC 510 - Human Growth and Development Across the Lifespan (3)

This course provides an overview of contemporary theoretical perspectives regarding the nature of developmental needs and tasks from infancy through late adulthood, the influences of development on mental health and dysfunction and the promotion of healthy development across the human lifespan. The special tasks, challenges, and concerns for age-stage related issues will be evaluated and discussed while emphasizing the physical, mental, emotional, intellectual and spiritual growth of the individual. Course Prerequisite(s) - GPC 501, GPC 508, GPC 530, and GPC 583

Prerequisite: (GPC501 OR GPC501N OR GPC508 OR GPC508N OR GPC530 OR GPC530N OR GPC583 OR GPC583N).

GPC 514 - Psychopharmacology (3)

This course will consider the manner in which the human body intakes, absorbs, and excretes substances known as street drugs, prescription medications, and common dietary substances which impact the psychological balance of the individual. The impact of medication or street drugs upon physical and psychological well-being of the counselee and how it factors into treatment will also be considered. 3 credits.

GPC 515 - Counseling Theory and Techniques (3)

This course presents an overview of major counseling theories and the techniques and practices associated with those theories. Student experiences shall include an examination of the historical development of affective, behavioral, and cognitive theories, and the application of theoretical material to case studies. Students will be exposed to models of counseling that are consistent with current professional research and practice in the field and begin to develop their own theoretical approach to clinical mental health counseling. Course Prerequisite(s) - GPC 501, GPC 508, GPC 530, and GPC 583

Prerequisite: (GPC501 OR GPC501N OR GPC530 OR GPC530N OR GPC508 OR GPC508N OR GPC583 OR GPC583N).

GPC 517 - Biopsychology (3)

This course provides students with a clinically oriented understanding of the biological bases of behavior. Beginning with an accessible geography of the nervous system, students will learn how brain structures, systems, and functions inform human action. Topics covered include the philosophical and theoretical underpinnings of neuroscience, brain organization, neurons, neurotransmitters, the central nervous system, the peripheral nervous system, the limbic system, psychological disorders, and psychopharmacology. Clinical integration is explored through the application of major theoretical approaches to anxiety, depression, stress, and addiction. Course Prerequisite(s) - GPC 501, 508, 530, and 583 or Advisor approval

Prerequisite: (GPC501 OR GPC508 OR GPC508N OR GPC530 OR GPC530N OR GPC501N OR GPC583 OR GPC583N).

GPC 525 - Assessment Techniques in Counseling (3)

Assessment Techniques in Counseling introduces students to the appraisal, assessment, and testing of individuals in a multicultural society. This course develops competencies in selecting, administering, and interpreting measures of intelligence, aptitude, achievement, interest, personality and spirituality/religiosity for children, adolescents, and/or adults. Comprehension and application of basic concepts of standardized and non-standardized testing and other assessment techniques, including norm-referenced and criterion-referenced assessment, environmental assessment, performance assessment, inventory methods, psychological testing, and behavioral observations are examined. Social and cultural factors related to specific populations are discussed. Course Prerequisite(s) - GPC 501, 508, 530, 583, and 505

Prerequisite: (GPC501 OR GPC501N OR GPC508 OR GPC508N OR GPC530 OR GPC530N OR GPC505 OR GPC583 OR GPC583N).

GPC 530 - Professional Ethics and Legal Issues in Counseling (3)

This course is designed to provide an overview of the ethical and legal practices in the field of counseling, with a specific focus upon the professional issues of practice including practice specializations. The Codes of Ethics of national and professional counseling organizations will be reviewed. An overview of the state/local statutes that govern the practice of counseling will also be provided. A study of ethical principles as they apply to situations of counseling will be conducted by means of investigating the standards and their dimensions of application through case study. Students will be expected to grow in their level of judgment for decision-making in the context of ethical dilemmas and challenges. Course Prerequisite(s) - None

GPC 531 - Psychopathology & Counseling (3)

This course introduces the major psychiatric diagnoses included in the current Diagnostic and Statistical Manual of Mental Disorders (DSM) with an overview of the principles of etiology, diagnosis, treatment planning and prevention of mental and emotional disorders and dysfunctional behavior. This also includes professional identification, ethical and legal issues, mental health disparities and the contribution of race/ethnicity, gender, and religion to misdiagnosis. Through the use of case studies and role plays students will develop skills in gathering relevant information to diagnose mental disorders. Course Prerequisite(s) - GPC 501, 508, 530, and 583

Prerequisite: (GPC501 OR GPC501N OR GPC508 OR GPC508N OR GPC530 OR GPC530N OR GPC583 OR GPC583N).

GPC 541 - Group Counseling Leadership Skills (3)

This is a clinical course designed to give students a didactic and experiential introduction to theory, practice, and treatment in group counseling. The course will cover the theoretical foundations of group counseling and group work, contemporary theories, and group counseling leadership skills including group selection, group formation, group interventions, and group evaluation. Course Prerequisite(s) - GPC 508 and GPC 515

Prerequisite: (GPC508 OR GPC508N OR GPC515 OR GPC515N).

GPC 545 - Marriage & Family Counseling (3)

This course offers an in-depth analysis of marriage and family relationships. The emphasis is on understanding family and other systems theories, the structure and function of marriage, stages of family development, and models of family and systemic interventions. Considerations from a historical perspective are presented along with current developments within marriage and family systemic models. Course Prerequisite(s) - GPC 508, GPC 515

Prerequisite: (GPC508 OR GPC508N OR GPC515 OR GPC515N).

GPC 555 - Advanced Techniques of Counseling (3)

This course is an in-depth exploration of the Cognitive-Behavioral approach to the treatment of mental and emotional disorders. Through a combination of didactic and experiential elements that will include lectures, discussions, student presentations, and small group work students will apply the Cognitive-Behavioral approach to the etiology, assessment, and treatment of individuals with maladaptive behaviors and/or psychological disorders. Theory, interventions, and research in Cognitive-Behavioral treatments will be explored at length. Topics include cognitive-behavioral therapy for mood and personality disorders, integrating research into practice, and utilizing outcome measures to assess effectiveness. Course Prerequisite(s) - GPC 515, GPC 517, GPC 531

Prerequisite: (GPC515 OR GPC515N OR GPC517 OR GPC531 OR GPC531N).

GPC 565 - Clinical Mental Health Counseling (3)

GPC 572 - Counseling Addictions (3)

Students in this course are introduced to the concept of addiction, its effects on individuals, families communities, and current treatment approaches and modalities. Theories and etiology of addiction and addictive behavior and the neurobiological and medical foundation and etiology of addiction and co-occurring disorders provide a foundation for navigating this complex problem. Both substance use and process addictions will be explored. Major theoretical approaches to treatment will be reviewed with an emphasis on applying Motivational Interviewing techniques. The latest research on addiction will be integrated to understand relevant cultural factors, the empirically supported role of wellness and spirituality in the addiction recovery process, and opportunities for prevention. Course Prerequisite(s) - GPC 515, GPC 517, GPC 531

Prerequisite: (GPC515 OR GPC515N OR GPC517 OR GPC531 OR GPC531N).

GPC 577 - Christianity, Culture & Counseling (3)

This course prepares advanced students to serve Christian clients across doctrinal and denominational lines. Students will examine similarities and differences among prominent Christian denominations and explore the impact of those beliefs on psychosocial functioning. Perspectives on the body, cognition, emotion, volition, sin, orthodoxy, supernatural systems, and gender will be emphasized along with the influence of ethnic worldview. Applied Christian Integration will be examined through the lens of diversity within the Body of Christ. Culturally competent approaches to mental health advocacy in Christian faith communities will be engaged. Course Prerequisite(s) - GPC 515, GPC 583

Prerequisite: (GPC515 OR GPC515N OR GPC583 OR GPC583N).

GPC 583 - Multicultural Foundations of Counseling (3)

This social and cultural diversity course is focused on preparing students to practice competent multicultural counseling. Issues such as race, ethnicity, gender, age, spirituality and religion, psycho-sexual orientation, mental and physical characteristics, and social and cultural norms are examined as they relate to the overarching context of relationships and human development. The influences of culture, subculture, and socioeconomic status on the counseling relationship are explored. Theories of multicultural counseling, identity development, pluralistic trends, and systems-oriented intervention strategies (couple, family, group, and community) are considered. Counselor cultural self-awareness and the role of counseling in eliminating biases, prejudice, oppression, and discrimination are emphasized. Course Prerequisite(s) - None

GPC 585 - Trauma-Informed Counseling (3)

Trauma results from an event, series of events, or set of circumstances experienced by an individual as physically or emotionally harmful or life-threatening. Lasting adverse effects undermine mental, physical, social, emotional, and spiritual well-being. This course explores the effects of crisis, disasters, and trauma on diverse individuals across the lifespan, and the impact of crisis and trauma on individuals with mental health diagnoses. Crisis intervention and community-based strategies are reviewed. Students then delve into the concept of trauma-informed care. A trauma-informed approach to counseling frames many problem behaviors as understandable attempts to cope with traumatic experiences and aims to avoid re-victimizing the client by maximizing the survivor's choices and control over the healing process. Course Prerequisite(s) - GPC 515, GPC 517, GPC 531

Prerequisite: (GPC515 OR GPC515N OR GPC517 OR GPC531 OR GPC531N).

GPC 588 - Career and Lifestyle Development (3)

This course provides an overview of career development and counseling including the study of factors influencing career development, contemporary theories of career decision-making, career assessment and group and individual career counseling techniques. Life-long processes that influence work values, occupational choice, the creation of career patterns, career identity, and patterns of work adjustment will be explored against the backdrop of current research. Course Prerequisite(s) - GPC 501, 530, 583, 508

Prerequisite: (GPC501 OR GPC501N OR GPC530 OR GPC530N OR GPC583 OR GPC583N OR GPC508 OR GPC508N).

GPC 601 - Counseling Practicum (3)

As the first entry-level professional practice course, practicum provides a supervised clinical experience through which students: apply theory to practice; solidify basic counseling skills, and become familiar with professional activities and resources. Observation of experienced counselors, audio/video recordings, individual supervision, and peer feedback support learning as students work with clients from their community. A supervised seminar, emphasizing the integration of professional knowledge and development of self-awareness, underpins this field-based experience. The Practicum field-based experience totals 100 clock hours over a full academic term (including at least 40 clock hours of direct service). A grade of B or higher is required to complete this course and advance to Internship. Course Prerequisite(s) - 1st and 2nd Tier Courses, Candidacy status, GPA > 3.0, and Advisor approval

Prerequisite: (GPC501 OR GPC501N OR GPC505 OR GPC508 OR GPC508N OR GPC510 OR GPC510N OR GPC515 OR GPC515N OR GPC525 OR GPC525N OR GPC530 OR GPC530N OR GPC531N OR GPC541 OR GPC541N).

GPC 601C - Counseling Practicum I Continuation (0)

GPC 602 - Counseling Internship I (3)

As the second entry-level professional practice course, Internship I is a supervised clinical experience, relevant to Clinical Mental Health Counseling, through which students continue to: apply theory to practice; move toward mastery of counseling skills; gain confidence with professional activities and resources. Supervised clinical work, audio/video recordings, individual supervision, and peer feedback support learning as students work with clients from their community. A supervised seminar, emphasizing the integration of professional knowledge and development of self-awareness, underpins this field-based experience. The Internship field-based experience totals 600 clock hours (including at least 240 clock hours of direct service) over two semesters. A maximum of 400 hours may be credited during this course. A grade of B or higher is required to complete this course. Course Prerequisite(s) - GPC 601, GPA > 3.0, and Advisor approval

Prerequisite: (GPC601 OR GPC601N).

GPC 602C - Counseling Internship Continuation (0)

Prerequisite: (GPC602 OR GPC602N).

GPC 603 - Counseling Internship II (3)

As the last of three entry-level professional practice courses, Internship II continues to provide a supervised clinical experience, relevant to Clinical Mental Health Counseling, through which students continue to: apply theory to practice; move toward mastery of counseling skills; gain confidence with professional activities and resources. Supervised clinical work, audio/video recordings, individual supervision, and peer feedback support learning as students work with clients from their community. A supervised seminar, emphasizing the integration of professional knowledge and development of self-awareness, underpins this field-based experience. The Internship field-based experience totals 600 clock hours (including at least 240 clock hours of direct service) over two semesters. A maximum of 400 hours may be credited during this course. A grade of B or higher is required to complete this course. Course Prerequisite(s) - GPC 602, GPA > 3.0, and Advisor approval

Prerequisite: (GPC601 OR GPC601N OR GPC602 OR GPC602N).

GPC 603C - Counseling Internship II Continuation (0)

GWW-Graduation Writing Workshop

GWW 500 - Introduction to Graduate Writing (0)

Students are introduced to the habits and conventions of academic writing at the graduate level, enabling them to be successful writers in their graduate courses. Through active engagement in the research and writing process, with targeted, individualized support, students will demonstrate improvement in the following areas: grammar, diction, awareness of audience, organization, topic development, scholarly research, documentation, and revision. This course will be taken in conjunction with at least one other graduate level course and will support the required writing in that course. Students who do not pass GWW 500 with a grade of at least 80% will be re-enrolled in the course the following sub-term and will be required to meet weekly with an Ally Center writing specialist. (0 credits)

Prerequisite: Appropriate placement results.

HPE Health & Physical Education

HPE 500 - Administration, Ethics, and the Law in Health, Physical Education and Sport (3)

This course examines current legal and ethical issues in the administration of health, physical education, and sport. Consideration will be given to topics of administration of a health and physical education program, curriculum design, foundations of health and physical education, planning for quality instruction for all learners and ethical practices in managing programs. A variety of legal situations will be discussed to help maintain a safe and inclusive environment.

HPE 510 - Technology in Health, Physical Education, and Sport (3)

This course is designed to explore new and emerging technology in education and sport. A variety of media and technology will be explored that can be used in the health, physical education and sport settings for instruction, assessment, student engagement, motivation, productivity. The course will also explore assistive devices to accommodate student needs.

HPE 520 - Adapting and Assessing Student Learning for Diverse Populations in HPE (3)

Students will discuss the legal, historical, and theological perspective surrounding the concept of disability. Students will be challenged to see all people as uniquely and divinely created on purpose for a purpose. All types of disabilities will be discussed along with the best practices for adapting activities, the environment and equipment for diverse learners. This course will include 10 hours of observation in an adapted physical education or sport environment.

HPE 525 - Diverse Attributes of Learners in Physical Education and Sport I (3)

This course is designed to explore the characteristics and inclusive practices for students with low incidence disabilities. These include hearing, visual, and physical impairments as well as traumatic brain injuries and multiple disabilities. The effect of these impairments on motor development will be explored. The importance of acceptance, value, belonging, and self-esteem will be discussed. Strategies will be explored to design learning environments to meet the needs of these learners.

HPE 530 - Current Topics in Health Education, Physical Education, and Sport (3)

This course explores global and community personal health and fitness issues and current trends in physical education. Current health concepts and critical issues will be examined through a biblical worldview. The course will also prepare students to use technology to instruct and assess health, physical education, and fitness topics.

HPE 540 - Advanced Methods and Motor Learning in Elementary Physical Education (3)

The purpose of this course is to develop the skills and knowledge necessary to effectively design, execute, and evaluate, elementary physical education while meeting PA and SHAPE

America standards. Additionally, the course provides an overview of the various types of supervision skills one needs to assess elementary student learning. This course will include 10 hours of observation in an elementary physical education classroom.

HPE 550 - Advanced Methods in Secondary Physical Education (3)

The purpose of this course is to develop the skills and knowledge necessary to effectively design, execute, and evaluate, secondary physical education while meeting PA and SHAPE America standards. Additionally, the course provides an overview of the various types of supervision skills one needs to assess secondary student learning. This course will include 10 hours of observation in a secondary physical education school.

HPE 555 - Diverse Attributes of Learners in Physical Education and Sport II (3)

This course is designed to explore the characteristics and inclusive practices for students with high incidence disabilities that require significant supports. High incidence disabilities include autism, communication, emotional, behavioral, intellectual, learning, physical and sensory, speech and language. The importance of acceptance, value, belonging and self-esteem will be discussed. Strategies will be explored to design learning environments to meet the needs of these learners.

HPE 560 - Advanced Methods in Health (3)

The purpose of this course is to develop the skills and knowledge necessary to effectively design, execute and evaluate health education while meeting National Health Education Standards (NHES). Applicable methods for both elementary and secondary students will be analyzed. Current health topics will be examined and discussed from a biblical worldview. This course will include 10 hours of observation in a health classroom.

HPE 565 - Supervision, Evaluation and Development of Students and Teachers (3)

The purpose of this course is twofold. The first is to present methods, theories, and best practices related to supervision, evaluation, and development of students and teachers. The second is to identify strategies to effectively supervise, evaluate, and mentor both students and professionals in the field.

HPE 570 - Instruction and Assessment for the English Learner (3)

This course will present methods of assessment and instruction for the English Learner with emphasis on developing literacy skills in reading, writing, speaking, and listening. Various methods of instruction and assessment will be analyzed. Students will develop a philosophy of instruction and assessment for the culturally and linguistically diverse students. Through field experience, students will practice observation and instructional skills.

HPE 580 - Collaborative Partnerships (3)

This course is designed to explore the collaborative partnerships between students, parents, other professionals in the field, the school, and the community. Competencies related to consultation and collaboration will be presented. Principles of professionalism, ethics and sensitivity will be discussed. Students will learn how to organize and facilitate meetings.

HPE 598 - Pre-Student Teaching Field Experience (3)

This field experience (150 hours) is designed to provide the pre-student teacher with the opportunity to practice professional instructional and management skills in a classroom within the certification area. The student's performance will be reviewed by a classroom cooperating teacher and regular remote observations by a college supervisor. It is accompanied by an online seminar that includes a variety of experiences to prepare pre-service teachers for the transition from student to teacher. Opportunity will be given to develop job search materials, including a resume, cover letter, and electronic portfolio.

Prerequisite: Completion of all prior coursework and any required courses identified at the time of acceptance.

HPE 599 - Student Teaching (6)

This course is the culminating field placement for students in Health and Physical Education Post-Baccalaureate to MED program. This 16-week field experience takes place within a 40-mile radius of the Lancaster Campus. The details of this course are outlined in the Student Teaching Handbook. It includes a face-to-face seminar designed to complement the student teaching experience through additional activities and discussions. The student teacher is required to reflect on the classroom experiences through writing assignments to prepare for the professional levels of competency required of the first-year teacher.

Prerequisite: Completion of all coursework and any additional deficiencies identified during the admissions process.

HPE 660 - Apprenticeship I (3)

This course is designed to be the first part of a culminating experience for students who are in the MED in HPE program who do not need PA Level I Certification and have selected the adapted track and non-thesis option. The total field experience (Apprenticeship I&II) will span two semesters. In Apprenticeship I, the student will volunteer 75 hours at a local school, camp setting, church or community sport and recreation program near their home working with people impacted with disabilities. The student is responsible to find their own placement and submit their plan for approval. The student will work with a college assigned supervisor over the course of the placement. This course has a required weekly synchronous seminar intended to prepare the student to grow as a professional in the field. (3 credits)

HPE 670 - Apprenticeship II (3)

This course is designed to be the second part of a culminating experience for students who are in the MED in HPE program who do not need PA Level I Certification and have selected the adapted track and non-thesis option. The total field experience (Apprenticeship I & II) will span two semesters. In Apprenticeship I, the student will volunteer 75 hours at a local school, camp setting, church or community sport and recreation program near their home working with people impacted with disabilities. The student is responsible to find their own placement and submit their plan for approval. The student will work with a college assigned supervisor over the course of the placement. This course has a required weekly synchronous seminar intended to prepare the student to grow as a professional in the field. (3 credits)

Prerequisite: Pre-requisite: HPE 585 Apprenticeship I.

HPE 680 - Research Design (3)

This seminar course introduces students to the field of health, physical education, and sport related research. Students will be exploring a variety of methodologies used in collecting and interpreting data. Best practices in research will be discussed as well as ethical responsibilities. Students in the seminar course will design their research project. 3 credits.

HPE 690 - Research Project (3)

This seminar course involves the implementation of the research project in coordination with a Field Supervisor. Students will then present their findings and complete a research paper or report for supervisor and peer review. (3 credits)

Prerequisite: Pre-requisite: HPE 590 Research in Health and Physical Education and Sport.

LSP - Leadership Studies

LSP 501 - Leadership Theory & Practice (3)

An introduction to and comprehensive understanding of leadership theory, research, and practice from an interdisciplinary perspective. Lectures, small group assignments, case studies, and experiential exercises are utilized. 3 credits.

LSP 502 - Development of Organizational Leadership (3)

A comparison and contrast of current leadership procedures with the Biblical concept of leadership including the character and skills necessary for a servant-leader. Emphasis is placed on group dynamics, supervision, and development of other leaders. 3 credits.

LSP 503 - Psychology of Leadership (3)

An analysis of leadership psychologies through a review of historical and contemporary leaders, leadership literature, and prevailing psychological theories. The course utilizes lecture, handouts, and guided discussions on selected topics, simulated skill building exercises, written assignments, and films.

LSP 504 - Change, Power, & Conflict Management (3)

A consideration of Biblical management methods necessary for effecting change, utilizing power, and resolving conflict. 3 credits.

LSP 505 - The Leader as Communicator (3)

This course provides an examination of the models and patterns of effective communication for varying leadership contexts. Communication approaches and processes for organization-wide, board, committee, team, and individual settings are considered. 3 credits.

LSP 507 - The Sociology of Leadership (3)

An examination of the research and theories about exercise of leadership in contemporary social organizations, including social change. An examination of the social nature and structure of churches and nonprofit organizations will also be examined. 3 credits.

LSP 509 - Leadership Style Analysis (3)

A comparison and contrast of current leadership styles, the identification of the student's personal leadership style, and effectiveness with various groups of men, women, children, and youth. 3 credits.

LSP 510 - The Leader's Life & Work (3)

This course examines the pivotal issues that leaders face as they try to balance personal lives with public lives, and personal convictions and values with the demands of their position. Included in this study are topics such as the leader's call and competencies, life-long learning habits, critical values and choices, and common stumbling blocks to leadership. 3 credits.

LSP 511 - Leadership Foundations & Practives (3)

This course will evaluate major leadership theories and models through a biblical worldview. Theories and models are considered as they are applied to real-life situations. The course will lead students to identify personalized leadership approaches and create individualized plans to adapt the skills necessary to fulfill the leadership roles that God is preparing for them

LSP 512 - Essentials of Organizational Management (3)

This course analyzes the essentials of organizational management within Christian ministries. By exploring five essentials of management: planning, organizing, staffing, directing, and evaluating, necessary principles for effective and efficient organizational management are established. A theological framework for administration is developed by applying a biblical worldview to management responsibilities within specific leadership contexts. Throughout the course, theoretical concepts of organizations and management processes are evaluated.

LSP 513 - Formational Leadership Practices (3)

This course explores the emotional and spiritual practices necessary for leading from a position of internal awareness. Students will integrate principles of neuroscience and practical leadership skills to transform thinking patterns. In addition, students will examine the challenges and dangers of unhealthy leadership. Throughout the course, students will evaluate their spiritual habits and leadership practices while developing sustainable methods that foster spiritual growth and authenticity while leading.

Prerequisite: None.

LSP 515 - Current Issues in Leadership (3)

An exploration of the Biblical foundations for leadership studies and an analysis of current issues in the light of Biblical truth. 3 credits.

LSP 580 - Leadership Seminar (3)

A seminar in leadership style, process, and implementation with a focus on developing biblical qualities, designing team ministry, and solving common problems in Christian leadership. 3 credits.

LSP 590 - Independent Study (3)

This independent study course is for those occasions when a student may have an interest in an area of study related to his/her ministry that is not covered by the curriculum. Please contact your advisor or the ILEAD Services Office for additional information. 3 credits.

LSP 901 - Empirical Research I: Critical Inquiry and Research Design (4)

This course explores critical thinking and reflection processes and then applies those concepts to research evaluation and interpretation. Students develop the knowledge, skills, and disposition for critical inquiry and research development, preparation, analysis, interpretation, and evaluation.

LSP 902 - Biblical and Theological Foundations of Leadership (4)

This course examines biblical and theological themes that directly impact leadership practice. This course builds a theological and ethical foundation for the practice of leadership. Students learn to think theologically about theories, issues, and concepts drawn from the disciplines of leadership, education, and the social sciences. A framework for integrative thinking is developed.

LSP 903 - Character and Ethics in Leadership (4)

This course is an examination of the qualities of a biblical servant leader, essential character qualities for effective leadership, and principles for ethical decision-making. This course provides a study of the inherent complex of attributes that determine a person's moral and ethical actions and reactions. Ethical dilemmas will be considered in case study format to aid students in applying ethics to management and leadership decisions.

LSP 904 - Personality and Developmental Theory (4)

This course provides a review of major personality and developmental theories and their potential application to leadership, education and discipleship. Course content includes an analysis of each theory's worldview assumptions, scientific worthiness and potential contribution to leadership and instruction.

LSP 905 - Teaching & Learning: Theory and Practice (4)

This course is an examination of major theories of learning and their application to teaching methodology and curriculum design. The course provides an understanding of the role of teaching and learning in the process of leadership practice and leader development. Additionally, this course prepares students for teaching in a Christian higher education context.

LSP 906 - Leadership and Management Theory (4)

This course provides a critical examination of historic and contemporary leadership theories, principles and practices in the light of biblically-based models and criteria for leadership and management. This course also includes an analysis of each theory's worldview assumptions, scientific worthiness and potential contribution to leadership and organizational development.

LSP 907 - Team Dynamics (4)

This course is a study of group theory and team processes and their application to organizational leadership. Team dynamics, team development and the role of the team leader are examined.

LSP 908 - Empirical Research II: Research Problem and Literature Review (4)

This is the second course in a series of three research methods seminars designed to develop research proficiency necessary for the development and implementation of the research prospectus. In this seminar, students will gain an understanding of the research process including the identification of a research problem, the development of a literature review, and the design of research study. Students produce three dissertation profiles with view to the development of a research Prospectus and a literature review.

LSP 909 - Organizational Theory and Development (4)

This course provides a review of theoretical approaches to management and the development of organizations. It includes an analysis of each theory's worldview assumptions, scientific worthiness and potential contribution to leadership and organizational development. Students gain skills in the analysis of organizational culture, communication processes, and staff training.

LSP 910 - Empirical Research III: Prospectus and Instrument Development (4)

This course is the final in a three course series designed to develop the research proficiency necessary for the development and implementation of the research prospectus. It provides an overview of survey research and research instrument design. It covers the process of questionnaire design, providing students with an opportunity to create and revise their own questionnaire and critique instruments used in educational and leadership research.

LSP 911 - Change, Power, and Conflict (4)

This course provides an analysis of the change process, the role of power and authority, and the process of conflict management and resolution.

LSP 912 - Comprehensive Exams (0)

Comprehensive examinations involve a series of individualized research questions incorporating and expanding upon the findings of doctoral course work. Doctoral students must complete the comprehensive examinations successfully before the prospectus can be approved and dissertation data gathering can begin.

LSP 912C - Comprehensive Exams Continuation (0)

LSP 913 - Prospectus: Chapters 1-3 (4)

After completing comprehensive exams (one of which is dissertation related), the student develops a Prospectus that will present the student's research questions and strategy. The student's Dissertation Committee supervises the Dissertation writing process including the writing of the Prospectus. The student defends the Prospectus in an open hearing. The student cannot begin dissertation research until the Dissertation Committee accepts the Prospectus.

LSP 913C - Prospectus Continuation (0)

LSP 914 - Dissertation (12)

The student implements the research design submitted and approved in LSP913 Prospectus Defense: Chapters 1-3. Data are collected and dissertation conclusions developed. The student writes and defends the final dissertation product. The process of writing the Dissertation is not a sudden enterprise, but a progressive investigation of a line of empirical inquiry begun in the research seminars. Students first encounter the empirical research model in the first term during the Critical Inquiry and Research Design course. Through seminar course work, students continue to identify potential research questions. In the Empirical Research seminars, the student receives formal training in research methodologies. As the student progresses through the sequence of required seminars, each student will develop their study of the literature base related to their intended dissertation topic. In the final Empirical Research seminar, students gain skills in instrument design, data collection, and the selection of statistical techniques. Based on these seminars, the student completes the "Prospectus" described above. Once approved, the student embarks on the dissertation research and writing task.

LSP 914C - Dissertation Extension (0)

MFL - Formational Leadership

MFL 501 - Self-Care for the 21st Century Leader (3)

This course examines the pivotal issues leaders face as they lead out of who they are. The course teaches personal assessment so as to address issues of family-of-origin, personal identity, and character. Additionally, this course teaches the development of practices and rhythms to sustain leaders for effective leadership in a digital and global society. 3 credits.

MFL 502 - Integrative Theology (3)

This course studies and applies the integration of theology into leadership practices. The broad theological themes of creation, fall, redemption, and restoration will be examined, as well as doctrines of the Trinity, Jesus Christ and the Holy Spirit, and narrative theology. Once evaluated, students will inculcate theological concepts into life and ministry praxis. 3 credits.

MFL 503 - Emotional Intelligence & Digital Age Communication (3)

This course studies the concept of thinking globally yet living locally while serving neighbors in the digital age. The course provides an understanding of emotional intelligence as it relates to effective communication in the digital age. Concepts related to perceiving emotions, understanding emotions, regulating emotions, and utilizing emotions will be explored, as well as digital natives, social avatars, and digital communication praxis. 3 credits.

MFL 504 - Restoration & Reconciliation (3)

This course is an examination of the biblical themes of restoration and reconciliation. Particular attention will be given to the ministry of reconciliation, the interplay of grace, discipleship, and restoration, and the wisdom of counseling in the process of reconciliation and restoration. 3 credits.

MFL 505 - Leadership as Influence (3)

This course explores the essentials of leadership. Beginning with theories of leadership and theories of power dynamics, the course will provide a framework for leaders as authentic influencers that cultivate disciples and craft spiritually-formed ministry leaders for an interconnected world. The course will examine the people skills and the development of resilience and grit needed to be a successful leader. 3 credits.

MFL 506 - Global Community Formation (3)

This course is an intentionally cross-cultural experience to give students tangible, real-life examples of contextualization. The course will explore a theology of culture, community formation, and provide students an opportunity to serve their neighbors in the global village. 3 credits.

MFL 507 - Theology of Organization (3)

This course provides a review of the theological foundations for teams, community and organizations. Concepts such as organizational culture, conflict management, followership and servant leadership will be addressed. 3 credits.

MFL 508 - Shaping Resilient Teams (3)

This course explores the process of shaping resilient teams for innovation and creativity in a digital, global society. The course teaches leaders how to redeem the arts and technology to unleash the potential of their people through team building. 3 credits.

MFL 509 - Communication as Story (3)

This course is an examination of the role of storytelling in leadership and effective communication. The course prepares students to exegete culture and build stories to capture imaginations and garner influence. Issues related to relational intelligence will also be addressed. 3 credits.

MFL 510 - Seasons of the Soul in Leadership (3)

This course is an examination of major spiritual formation theories from the Bible and church history. Leadership principles such as lifelong learning, finishing well, raising up successors, and leadership multiplication will be explored. 3 credits.

MIN - Church & Ministry Leadership

MIN 504 - Communicating Biblical Truth (3)

A survey of theory and practice in contemporary communication, useful in the communicating of the Bible and theology in contexts of teaching, preaching, counseling, and leadership. Consideration is given to hermeneutical principles, speech organization, and methodologies. 3 credits.

MIN 505 - Theological Foundations for Ministry (3)

This course will be structured into a seminar format where broad theological themes in creation, fall, redemption, the Church, doctrines of Jesus Christ and the Holy Spirit, and Biblical theology will be discussed. The goal is to integrate how theological perspectives should influence the design and practice of ministry. 3 credits.

MIN 506 - Leadership Foundations for Ministry (3)

This foundational course is an introduction to leadership theory and practice, including a study of biblical principles for leadership and management. Content includes a concentration on the basic skills essential for effective and efficient leadership performance. Included in leadership skills development and topics such as: rapid reading, listening, writing, speaking, chairing meetings, conducting behavior based hiring interviews, and the evaluation of each student's leadership knowledge and experience, culminating in the creation of a personal, biblical leadership profile. 3 credits.

MIN 507 - Leadership Development & Team Building (3)

This course is a study of principles necessary to recruit, equip, maintain, and motivate people in spiritual leadership and development in organizations in a team setting. Included in the content will be leadership inventories, biblical models of equipping, recruiting, various models of equipping venues for leadership development, and a focus on team building in your church or organization. 3 credits.

MIN 508 - Organizational Change & Conflict (3)

This course will focus on the four primary factors that impact change in local churches and business organizations. Additional focal points will include basic organizational change theory and the leadership dynamics needed to reduce conflict, and decrease organizational dysfunction. 3 credits.

MIN 509 - Spiritual Formation & Discipleship (3)

This course is designed to provide practitioners with skill sets necessary for the practice of personal spiritual formation. Historical and contemporary spiritual formation models will be evaluated and then implemented into care models for use with the modern day servant. Disciplines, such as prayer, silence solitude, Sabbath and rest, will be studied and implemented into personal soul care routines. 3 credits.

MIN 510 - The Leader's Life & Work (3)

This course examines the pivotal issues that leaders face as they try to balance personal lives with public lives, and personal convictions and values with the demands of their position. Included in this study are topics such as the leader's call and competencies, life-long learning habits, critical values and choices, and common stumbling blocks to leadership. 3 credits.

MIN 511 - The Church in God's Mission (3)

This course provides students with an understanding of God's redemptive mission and examines implications for Christian life and ministry. It explores the unfolding mission of God through the narrative flow of Scripture, church history, and the movement of global missions (or 'the modern missions movement'). Students will also have the opportunity to apply their understanding of God's mission to the mission and activities of a local ministry. Throughout the course, students will be challenged to examine their own vocation through the lens of God's redemptive mission. 3 credits.

MIN 512 - Personal Spiritual Formation (3)

This course is a theological and experiential exploration of various factors related to personal spiritual formation. Students will consider the impact of individual and family history on spiritual development and perspective. Students will be introduced to historic disciplines and practices of the Christian faith as they incorporate intentional habits and rhythms for their spiritual growth and character development. Students will examine the unique spiritual challenges and dangers faced by ministry leaders and develop practices of sustainable ministry leadership (3 credits).

MIN 513 - Historical Perspectives on Church & Culture (3)

This course will provide an overview of the history of Christianity from the patristic era to the modern day with a focus on how Christians addressed challenging issues, such as slavery, sexuality, war, and gender. The course will explore the ways that global Christians have negotiated their faith at various times in different circumstances and ways in which Christians have developed orthodoxy, orthopathy, and orthopraxy. This course will foster a historically informed perspective on students' approaches to addressing contemporary issues facing the Church.

Prerequisite: None.

MIN 514 - Contemporary Issues in Church & Culture (3)

This course examines the relationship between the church and contemporary culture and how ministry leaders lead their communities through current social issues. Particular attention is given to how leaders form, communicate, and implement their response to contemporary issues facing their communities. The church's witness and service to its surrounding community are presented as part of its essential nature and mission. Biblical, theological, and ethical foundations are synthesized into a coherent strategic response by which the minister effectively leads.

Prerequisite: APO 555 and MIN 513.

MIN 522 - Power, Change, and Conflict (3)

This course explores the concepts of power, change, and conflict from both a theoretical and practical perspective. Students will develop an understanding of the positive... 3 credits.

MIN 523 - Leading Evangelism and Discipleship (3)

This course prepares students in the practical theologies of evangelism and discipleship as Biblical callings both as individuals and as those leading the church in these practices. The Biblical mandate for these practices forms the core of this course which prepares students to grow and lead effectively in these areas. Practical models of evangelism and discipleship are presented with the goal of students building their abilities to contextualize their sharing of the Gospel for their particular settings and lead discipleship in these contexts as the natural outflow of the Gospel's reception.

MIN 524 - Principles and Practices of Christian Care (3)

This praxis-oriented course will introduce students to the theology, values, and skills needed to effectively provide Christian caregiving. Topics will include an overview of concepts and practices of caregiving ministry for individuals, families, and groups. The value of a biblical foundation, behavioral science, and caregiving methods, techniques, and practices will be considered. Students will learn how to train others to provide care and make appropriate referrals as needed. The course includes an opportunity for students to lead an authentic caregiving experience with professorial oversight and direction. 3 credits.

MIN 550 - Ministry Finance and Management (3)

This course evaluates the financial aspects and administration functions in the church, para-church ministries, and other religious organizations. Students develop a biblical understanding of stewardship for analyzing an organization's current and future financial health. In addition, students will assess the practical application of essential financial management relative to financial reporting and controls, human resources, fundraising, and organizational leadership. Throughout the course, students will create a strategic plan for biblical stewardship within their ministry context.

MIN 590 - Ministry Internship (3)

This course is an in-service practicum for the purpose of providing the student with direct ministry experience in an area not previously experienced. The internship will be under a qualified para-church or local church supervisor who has the appropriate ministry and academic credentials. In addition, the student's advisor will also be a part of this learning enterprise by approving the Internship Supervisor and collaboration with both the student and supervisor through out the internship. The internship may begin in any academic term, but will not exceed six months in duration. 3 credits. Prerequisite: MIN598.

MIN 591 - Ministry Internship II (3)

This course is an in-service practicum for the purpose of providing the student with direct ministry experience in an area not previously experienced. The internship will be under a qualified para-church or local church supervisor who has the appropriate ministry and academic credentials. In addition, the student's advisor will also be a part of this learning enterprise by approving the Internship Supervisor and collaboration with both the student and supervisor through out the internship. The internship may begin in any academic term, but will not exceed six months in duration. 3 credits.

MIN 598 - Ministry Research Design (3)

A preparatory course for the Ministry Research Project, this course will provide direction in initiating, designing and researching the project. 3 credits.

MIN 599 - Ministry Research Project (3)

The Ministry Research Project is intended to give the student an opportunity to demonstrate the acquisition of improved skills, greater insight, and growth in competence for ministry through a major written project to be completed at the conclusion of course requirements. 3 credits. Prerequisite: MIN 598.

MIN 599C - Ministry Research Project Continuation (0)

Research Project Prerequisite: MIN 598. 0 credit.

Prerequisite: (MIN598 OR GM598G).

MIN 801D - Intermediate Biblical Hebrew for Contextualized Ministry (4)

This course expands on the knowledge base of Hebrew established in the MDiv program. Skills in the lexicon, grammar, syntax, and exegesis of the Hebrew Bible will be enhanced. Students will begin to form an understanding of how to use Biblical Hebrew to strengthen their ministry. 4 credits.

MIN 802D - Intermediate Biblical Greek for Contextualized Ministry (4)

This course expands on the knowledge base of Greek established in the MDiv program. Skills in the lexicon, grammar, syntax, and exegesis of the Greek Bible will be enhanced. Students will begin to form an understanding of how to use Biblical Greek to strengthen their ministry. 4 credits.

MIN 803D - Applied Biblical Hebrew for Contextualized Ministry (4)

This seminar builds on the foundation laid in Intermediate Biblical Hebrew for Contextualized Ministry. Application of Biblical Hebrew will be made to a variety of teaching tasks including, but not limited to: sermons, seminars, and small group Bible studies. Diverse forms of written communication skills will also be further developed. Students will focus on how to apply these skills to their current ministry. 4 credits.

MIN 804D - Applied Biblical Greek for Contextualized Ministry (4)

This seminar builds on the foundation laid in Intermediate Biblical Greek for Contextualized Ministry. Application of Biblical Greek will be made to a variety of teaching tasks including, but not limited to: sermons, seminars, and small group Bible studies. Diverse forms of written communication skills will also be further developed. Students will focus on how to apply these skills to their current ministry. 4 credits.

MIN 810 - Nature of the Chaplaincy (4)

This course provides an advanced overview and analysis of the nature and history of chaplaincy ministry. The course explores the purpose, identify, ethical parameters and legal matters that define and guide the chaplaincy role. Student learn the skill required for chaplaincy effectiveness in eight different chaplaincy roles including corporate, military, healthcare, public safety, institutional, sports, educational, and crisis/disaster relief. 4 credits.

MIN 810D - Nature of the Chaplaincy (4)

This course provides an advanced overview and analysis of the nature and history of chaplaincy ministry. The course explores the purpose, identify, ethical parameters and legal matters that define and guide the chaplaincy role. Student learn the skill required for chaplaincy effectiveness in eight different chaplaincy roles including corporate, military, healthcare, public safety, institutional, sports, educational, and crisis/disaster relief. 4 credits.

MIN 811 - Marriage and Family Issues (4)

This course will prepare students will cover the issues of marriage and family and raise the critical thinking skills of students concerning the ultimate goal and purpose of marriage and family ministry from a Christian perspective. It will also examine the impact of culture, faith, and trends in society upon marriage and family that will assist the student to understand the problems that married couples, parents, and youth face. Chaplaincy care giving and counseling skills are developed or enhanced. 4 credits.

MIN 811BR - Casamento e Questões Familiares (4)

Este curso examina as questões do casamento e da família, pois são cruciais para o ministério de capelania familiar. Os estudantes irão considerar o estado atual dessas questões na cultura e de uma perspectiva cristã e irão considerar as melhores práticas relacionadas ao aconselhamento e ministério em torno dessas questões (4 créditos).

MIN 811D - Marriage and Family Issues (4)

This course will prepare students will cover the issues of marriage and family and raise the critical thinking skills of students concerning the ultimate goal and purpose of marriage and family ministry from a Christian perspective. It will also examine the impact of culture, faith, and trends in society upon marriage and family that will assist the student to understand the problems that married couples, parents, and youth face. Chaplaincy care giving and counseling skills are developed or enhanced. 4 credits.

MIN 812 - Addiction Counseling and Care (4)

This course is designed to assist the student with an understanding of addiction, the effects of addiction on the family, as well as the process of counseling these individuals toward recovery. The focus will be on alcoholism and substance abuse but will also pertain to other related addictions. The course will be beneficial to those who minister to addicts at any level, but especially those who desire a more thorough understanding of counseling the addict and their family. This course will integrate psychological findings on addiction, governing biblical principles, and professional and practical ministry experience. 4 credits.

MIN 812D - Addiction Counseling and Care (4)

This course is designed to assist the student with an understanding of addiction, the effects of addiction on the family, as well as the process of counseling these individuals toward recovery. The focus will be on alcoholism and substance abuse but will also pertain to other related addictions. The course will be beneficial to those who minister to addicts at any level, but especially those who desire a more thorough understanding of counseling the addict and their family. This course will integrate psychological findings on addiction, governing biblical principles, and professional and practical ministry experience. 4 credits.

MIN 813 - Pastoral Care and Counseling in Grief, Loss and Crisis (4)

This course enables students to learn to understand and identify the process and progress of how people deal with loss in their lives. Students learn how to guide a person through the grief process and to aid the individual to readjust and grow. Attention is given to understanding issues of anger, depression, anxiety, and social withdrawal, along with loss of hope and faith. The course looks at the role of the chaplain in times of crisis. Students learn how to provide counsel to those who have endured a crisis or trauma. Attention will be given to the emotional, spiritual, relational, and physical symptoms that may occur in the aftermath of crisis. 4 credits.

MIN 813D - Pastoral Care and Counseling in Grief, Loss and Crisis (4)

This course enables students to learn to understand and identify the process and progress of how people deal with loss in their lives. Students learn how to guide a person through the grief process and to aid the individual to readjust and grow. Attention is given to understanding issues of anger, depression, anxiety, and social withdrawal, along with loss of hope and faith. The course looks at the role of the chaplain in times of crisis. Students learn how to provide counsel to those who have endured a crisis or trauma. Attention will be given to the emotional, spiritual, relational, and physical symptoms that may occur in the aftermath of crisis. 4 credits.

MIN 820D - Issues of Integration: The Role of Psychology in Ministry Care and Counsel (4)

This seminar explores the issues and debate surrounding the integration of faith and learning in the fields of psychology and theology. Special attention is given to the place of psychological theory and research findings in ministry care and counseling. Students examine several different perspectives on counseling and ministry care. Students explore the concepts of common grace, general revelation and empirical research as sources of truth. Students wrestle with the integration of psychological theory in ministry. 4 credits.

MIN 821D - Ministry Care and Counseling Through Small Groups (4)

This course will focus on the biblical foundations of small group ministry and the strategies for building a small groups ministry in the local church. The course content will include a sound biblical and theological foundation for aspects of biblical community, small group models, key small group practices, and strategies for connecting church members to groups. The application of group process to a variety of settings and situations is discussed. The role of groups as a means of providing care and counseling are explored. 4 credits.

MIN 822D - Ministry Care and Counseling in Marriage and Family Issues (4)

This course will prepare students will cover the issues of marriage and family and raise the critical thinking skills of students concerning the ultimate goal and purpose of marriage and family ministry from a Christian perspective. It will also examine the impact of culture, faith, and trends in society upon marriage and family that will assist the student to understand the problems that married couples, parents, and youth face. 4 credits.

MIN 823D - Ministry Care and Counseling in Grief, Loss and Crisis (4)

This course enables students to learn to understand and identify the process and progress of how people deal with loss in their lives. Students learn how to guide a person through the grief process and to aid the individual to readjust and grow. Attention is given to understanding issues of anger, depression, anxiety, and social withdrawal, along with loss of hope and faith. The course looks at the role of the chaplain in times of crisis. Students learn how to provide counsel to those who have endured a crisis or trauma. Attention will be given to the emotional, spiritual, relational, and physical symptoms that may occur in the aftermath of crisis. 4 credits.

MIN 830D - Advanced Exegesis: Tools-Based Study for Biblical Preaching and Teaching (4)

This course expands on the tools-based exegetical skills developed at the MDiv level. One book of the Old Testament and one of the New Testament will be outlined and discussed based on the Hebrew and Greek texts. A sermon and a teaching lesson will be prepared and delivered based on each book. 4 credits.

MIN 831D - Advanced Hermeneutics: Preaching and Teaching the Literary Forms of Scrip (4)

This course expands on the tools-based hermeneutical skills established at the MDiv level. Students attain a working knowledge of how various genres in Scripture. A specific genre will be studied across the Testaments, such as poetry, or a different genre for each testament-for example, wisdom literature in the Old Testament and Parables in the New Testament. A sermon and a teaching lesson will be prepared and delivered based on each genre. 4 credits.

MIN 832 - Advanced Homiletics: Integration of Hermeneutics and Homiletics (4)

This course expands and integrates the hermeneutical and homiletical skills established in Advanced Exegesis and Advanced Hermeneutics described above. Application of exegetical and hermeneutical skills will made to development and the delivery of sermons. Advanced sermon delivery principles will be studied. Current learning theory for diverse congregations will be a focus of the course. A sermon on an Old Testament text and on a New Testament text will be prepared and delivered. Students will focus on how to apply these skills to their current ministry. 4 credits.

MIN 832D - Advanced Homiletics: Integration of Hermeneutics and Homiletics (4)

This course expands and integrates the hermeneutical and homiletical skills established in Advanced Exegesis and Advanced Hermeneutics described above. Application of exegetical and hermeneutical skills will made to development and the delivery of sermons. Advanced sermon delivery principles will be studied. Current learning theory for diverse congregations will be a focus of the course. A sermon on an Old Testament text and on a New Testament text will be prepared and delivered. Students will focus on how to apply these skills to their current ministry. 4 credits.

MIN 833D - Advanced Biblical Communication: Preaching and Teaching with Skill and Infl (4)

This course is an analysis of the theological, psychological, and methodological dynamics of effective biblical instruction. Application of advanced exegesis, hermeneutics and homiletics courses will be made to a variety of teaching tasks including, but not limited to: classroom teaching, facilitation of seminars, and leadership of small group Bible studies. A teaching lesson will be prepared and delivered based on an Old Testament and on a New Testament text. Students will focus on how to apply these skills to their current ministry. 4 credits.

MIN 840 - The Leader as Communicator and Vision-Caster (4)

Leaders must be able to define and then communicate a vision for the future of the church or the organization they lead. This course assists leaders in defining "a vision for a preferred future." This course involves an analysis of the leader's role as a communicator within and outside the organizational structure. It includes a focus on the role of public and private communication channels in moving the vision and mission of the organization forward. The course looks communication success and failure in the context of crisis, change, and the advancement of. This course looks at the power of words to shape the direction of an organization. 4 credits.

MIN 841 - Authentic, Transformational, and Servant Leadership (4)

Authentic, transformational, team, and servant leadership theories are studied in light of biblical examples, principles, and theological understandings of leadership. This course includes a focused examination of the qualities of a biblical servant leader, essential character qualities for effective leadership, and principles for ethical decision-making. 4 credits.

MIN 842 - Innovation and Change (4)

Innovation and change are essential to the progress of a ministry or organization. This course looks at change process and how innovation brings valuable disruption to an organization. Students learn how to lead change effectively while leveraging the benefits of the disruption and conflict that innovative change creates. Leaders learn to capture and capitalize on the opportunities new technologies, creative methods, and strategic initiatives to move their church or organization forward. 4 credits.

MIN 842BR - Inovação e Mudança (4)

Este curso examina o processo de mudança, bem como o valor da ruptura inovadora para uma organização ou ministério. Os alunos aprenderão como conduzir uma mudança de maneira eficaz, alavancando os benefícios da ruptura e do conflito criados ao liderar este processo. Além disso, os alunos aprenderão como encarar e tirar maior proveito de novas tecnologias, métodos criativos e iniciativas estratégicas para conduzir sua organização ou igreja rumo ao futuro (4 créditos).

MIN 842D - Innovation and Change (4)

Innovation and change are essential to the progress of a ministry or organization. This course looks at change process and how innovation brings valuable disruption to an organization. Students learn how to lead change effectively while leveraging the benefits of the disruption and conflict that innovative change creates. Leaders learn to capture and capitalize on the opportunities new technologies, creative methods, and strategic initiatives to move their church or organization forward. 4 credits.

MIN 843 - Strategic Initiatives and Partnerships (4)

This course explores the role of entrepreneurial leadership in the development of strategic initiatives within a church or an organization and strategic partnerships outside a church or an organization. It examines how these strategic initiatives and partnerships furthering the church or organization's mission and vision. With an emphasis on churches and faith-based, non-profit organizations, this course will explore how relationships influence the principles, approaches, and motivations behind collaboration and provide the basis for establishing collaborative endeavors. The course looks at the administrative processes that are impacted by collaborative efforts and how organizations can effectively work together of common missional goals. 4 credits.

MIN 843BR - Iniciativas e Parcerias Estratégicas (4)

Esta disciplina explora o papel da liderança empreendedora no desenvolvimento de iniciativas estratégicas, tanto dentro de uma igreja ou contexto organizacional quanto em parcerias estratégicas fora do contexto. Os estudantes examinarão como essas iniciativas e parcerias promovem a missão e a visão do contexto por meio de abordagens colaborativas (4 créditos).

MIN 843D - Strategic Initiatives and Partnerships (4)

This course explores the role of entrepreneurial leadership in the development of strategic initiatives within a church or an organization and strategic partnerships outside a church or an organization. It examines how these strategic initiatives and partnerships furthering the church or organization's mission and vision. With an emphasis on churches and faith-based, non-profit organizations, this course will explore how relationships influence the principles, approaches, and motivations behind collaboration and provide the basis for establishing collaborative endeavors. The course looks at the administrative processes that are impacted by collaborative efforts and how organizations can effectively work together of common missional goals. 4 credits.

MIN 844 - Formational Leadership in the Digital Age (4)

MIN 844 - Liderança Formativa na Era Digital (4)

Os alunos estudarão como os líderes podem pensar globalmente, mas estar presentes localmente, enquanto atendem aos vizinhos e às organizações de liderança na era digital. Com base em uma cosmovisão bíblica, os alunos aprenderão sobre inteligência emocional e sua relação com a comunicação eficaz, especialmente na era digital. O aluno estudará o desenvolvimento interior e sua relação com o uso da tecnologia no cultivo de organizações saudáveis. O processamento reflexivo também ocorrerá em relação à formação cristã, práxis de comunicação digital, dinâmica de poder e influência da era digital (4 créditos).

MIN 845 - The Spiritually Formed Leader (4)

This is a praxis course focusing on the internal make-up of a leader. Students will articulate, reflect, and evaluate their personal leadership make-up and tendencies. In addition, they will evaluate and employ formational practices aimed at increasing personal leadership health.

MIN 846 - Ministry Leadership in an Interconnected World (4)

MIN 847 - Leadership Experiences, Soul Care, and the 21st Century Leader (4)

MIN 850 - Contextual Ministry Praxis Seminar (4)

This advanced course will introduce critical thinking and applied gap theory in relation to organizational culture. Particular attention is placed on the description of the individual's context for ministry, potential practices and changes within specific settings, and the identification of hypotheses for subsequent research efforts.

MIN 850BR - Seminário de Práxis Contextual de Ministério (4)

Este curso se destina ao participantes de pesquisa inicial. Atenção especial é dada ao contexto individual para o ministério, práticas potenciais dentro de situações específicas e os meios para identificar as hipóteses para os esforços de pesquisa subsequentes (4 créditos).

MIN 851 - Applied Research Seminar (4)

Dependent on the concentration area, students take an applied research seminar which prepares the student for the ministry project design phase. This course will focus on collecting and interpreting data to achieve a stated ministry goal relevant to the individual student. Concepts of instrumentation and measurements will be emphasized for interpreting research results and gathering data for applied research. Students will develop a project based upon their research. Student will apply concepts learned within their own setting under the guidance of the professor. 4 credits.

MIN 851BR - Seminário de Pesquisa Aplicada (4)

Esta disciplina equipa os estudantes com os conhecimentos e habilidades para o processo de pesquisa-ação aplicada e subsequente dissertação. Ao examinar os critérios, as etapas, a metodologia e a problemática dos dados coletados, o estudante estará preparado para iniciar o processo autodirigido da dissertação de pesquisa aplicada (4 créditos).

MIN 851D - Applied Research Seminar (4)

Dependent on the concentration area, students take an applied research seminar which prepares the student for the ministry project design phase. This course will focus on collecting and interpreting data to achieve a stated ministry goal relevant to the individual student. Concepts of instrumentation and measurements will be emphasized for interpreting research results and gathering data for applied research. Students will develop a project based upon their research. Student will apply concepts learned within their own setting under the guidance of the professor. 4 credits.

MIN 890 - Mentored Research Design (4)

Students will work one-one-one with a mentor to develop a project plan. This is an individualized approach to study of a particular aspect of ministry. Faculty mentors guide the research of the student as the project is developed. Once the mentor is satisfied with the feasibility, value, and quality of the project proposal, the project mentor will give permission to the student to implement the design. Mentors are generally full-time or adjunct faculty members who have significant experience or research engagement in the project field. Students may petition for the appointment of a professional field mentor with the approval of the Program Director. 3 credits.

MIN 890BR - Pesquisa Orientada 1 (4)

Os estudantes são automaticamente matriculados nesta parte do programa após a conclusão de todas as disciplinas. Sob a supervisão de tutores de pesquisa designados, o estudante desenvolverá os três primeiros capítulos de sua dissertação que articula as questões de pesquisa, literatura precedente e fundamentos teológicos para pesquisa e subsequente metodologia (4 créditos).

MIN 890C - Mentored Research Design Continuation (0)

MIN 890D - Mentored Research Design (4)

Students will work one-one-one with a mentor to develop a project plan. This is an individualized approach to study of a particular aspect of ministry. Faculty mentors guide the research of the student as the project is developed. Once the mentor is satisfied with the feasibility, value, and quality of the project proposal, the project mentor will give permission to the student to implement the design. Mentors are generally full-time or adjunct faculty members who have significant experience or research engagement in the project field. Students may petition for the appointment of a professional field mentor with the approval of the Program Director. 3 credits.

MIN 890D3 - Mentored Research Design (3)**MIN 891 - Applied Research Dissertation (6)****MIN 891BR - Pesquisa Orientada 2 (4)**

Os estudantes são automaticamente inscritos nesta parte do programa após completarem o MIN890. Concluirão suas pesquisas conforme proposto, coletando, analisando e apresentando os dados no formato de dissertação em 5 capítulos. A dissertação deverá ser defendida perante a Banca Examinadora da FTSA e, em sendo aprovada, enviada para LBC para aprovação final (6 créditos).

MIN 891C - Applied Research Dissertation Continuation (0)**MIN 891D - Research Dissertation (4)****MIN 891D3 - Applied Research Dissertation (3)**

Students will complete the Ministry Project within their chosen specialization while on the field of ministry. The project is implemented during the last half of the study and presented in May or December prior to graduation. 3 credits.

PAS - Pastoral Ministry

PAS 501 - Pastoral Ministry (3)

This course in practical theology is designed to further students' theological and practical understanding of pastoral ministry. The course will explore and solidify a biblical and theological understanding of the pastoral office, call, and practices, and will be organized around core pastoral competencies in leadership, preaching, and caring. (3 credits)

Prerequisite: None.

PAS 502 - Local Church Revitalization (3)

An exploration of the issues involved in revitalizing a local church or Christian nonprofit organization, including elements related to personal spiritual development, understanding the culture of organizations, situational leadership, casting vision, goal setting, developing volunteers, and cultivating community. 3 credits.

PAS 503 - Theology, History, & Practice of Worship (3)

Skill development in the preparation for and leadership of corporate worship experiences with attention to biblical and historical models, ecclesiastical and cultural contexts, and the nature, significance, and use of church music. 3 credits.

PAS 505 - Spiritual Formation (3)

A consideration of cognitive, moral, and faith development and formation in a ministry context. 3 credits.

PAS 507 - Lay Leadership Development in the Local Church (3)

A study of principles necessary to attract, train, maintain, and motivate lay people in spiritual leadership and constructive development in a ministry team setting. 3 credits.

PAS 509 - Marriage & Family Ministries (3)

A study of the Biblical foundations of healthy Christian family life, with emphasis on developing practical skills for nurturing healthy marriages and families, and assessing, intervening, and resolving marital and family problems within a ministry context. 3 credits.

PAS 511 - Selected Topics in Current Issues in Ministry (3)

A review and analysis of a designated current issue in ministry with emphasis on an understanding of the issue, a gaining of a diversity of perspectives, and the arrival at a biblical conclusion. 3 credits.

PAS 513 - Advanced Homiletics (3)

A consideration of advanced homiletical theory and practice, with attention to contemporary relevance, audience analysis, and adaptation. 3 credits.

PAS 514 - Adult Education in the Church (3)

This course is designed to expose the student to issues in adult development and biblical principles for developing a holistic and contemporary ministry to adults within the local church. Topics explored will include: spiritual formation in adults, mission and values, principles of program planning, learning theory, issues in equipping people for ministry, and practical elements for designing educational strategies in the church. 3 credits.

PAS 515 - Advanced Counseling Seminar (3)

A study of current issues in biblical counseling including personality theory, diagnostic options, legal issues, and counseling problems most common to the ministry. 3 credits.

PAS 516 - Children's Education in the Church (3)

This course will overview the ministry to children in the local church context. Content explored will include: a biblical theology of nurture and discipleship, developmental characteristics in children, the relationship of church and home, issues in teaching children, evangelism, recruiting and training leaders, and program strategies for ministry. 3 credits.

PAS 517 - Leadership Issues in Youth Ministry (3)

An overview of current issues effecting youth leaders will be surveyed and discussed in this seminar format. Topics will include: working on a multiple staff, integrating personal ministry goals in the overall mission statement of your church, working with church boards and parents, and building a strategy for long-term ministry. 3 credits.

PAS 520 - Designing Strategic Models of Adult Discipleship (3)

This course is designed to expose the student to biblical principles that can guide the Christian worker in designing a holistic and contemporary discipleship ministry to adults within the local church. Topics explored will include: spiritual formation in adults, mission strategies, principles of program planning, and practical elements for designing local church discipleship strategies that facilitate life-change in adults. 3 credits.

PAS 540 - Advanced Preaching (3)

Building upon concepts and skills accomplished in Introduction to Biblical Preaching, this course will deepen students' understanding of the development and practice of biblical preaching in the church today. The course will focus on the role of a sermon's central idea as the theological foundation for preaching and explore how various Biblical genres affect interpretation and preaching. The course will discuss the use of differing sermon forms and the role of cultural intelligence in assessing and preaching to one's audience.

Prerequisite: BIB 535 Introduction to Biblical Preaching.

PAS 580 - Pastoral Leadership Seminar (3)

A seminar in pastoral leadership with a focus on defining the role of the pastor, determining relationships that are necessary to fulfill that ministry role, and delineating how to effectively serve the body of Christ in the pastoral ministry. 3 credits.

PAS 590 - Independent Study (3)

This independent study course is for those occasions when a student may have an interest in an area of study related to his/her ministry that is not covered by the curriculum. Please contact your advisor or the ILEAD Services Office for additional information. 3 credits.

PAS 595 - Field-based Mentored Ministry (3)

This course is an in-service practicum for the purpose of providing the student with direct ministry experience in an area not previously experienced. The internship will be under a qualified para-church or local church supervisor who has the appropriate ministry and academic credentials. In addition, the student's advisor will also be a part of this learning enterprise by approving the Internship Supervisor and collaboration with both the student and supervisor through out the internship. The internship may begin in any academic term, but will not exceed six months in duration. 3 credits.

PDN - Pastoral & Discipleship

PDN 501 - The Biblical Narrative (3)

This course offers an overview of the biblical narrative, including an examination of themes such as creation, fall, redemption, and consummation. The distinctive contribution of each stage of biblical history to that overarching narrative is considered. Special attention will be given to how the biblical narrative provides insight into a Christian understanding of our place in that story.

PDN 502 - Biblical Hermeneutics (3)

This course provides a focus on how to read and understand the Bible in its context. Emphasis is given to the various genres found in the Old and New Testament. There is also a focus on the use of interpretation tools to implement the practice of hermeneutics.

PDN 503 - Introduction to Christian Theology I (3)

This course offers a survey that introduces the student to the method and central concepts of Christian theology. Special attention will be given to the doctrines of the Bible, God, the Trinity, Creation, Angels and Demons, Humanity, and Sin.

PDN 504 - Introduction to Christian Theology II (3)

This course offers a survey that introduces the student to the central concepts of Christian theology. Special attention will be given to the doctrines of Jesus Christ, Salvation, the Church, and the Future.

PDN 505 - Church History and the African Context (3)

This course covers the chronological sweep from the closing of the New Testament through the modern day. Specific attention will be given to the history of the church in Africa. Attention focuses on the flow of events comprising the history of the Christian tradition, exploring significant people, events, movements, and their interaction with culture.

PDN 511 - Communicating Biblical Truth (3)

This course is designed to be a survey of theory and practice in contemporary communication, for the communication of the Bible and theology in the contexts of preaching, teaching, leadership, and counseling. Consideration is given to expositional preaching, hermeneutical principles, speech organization, and contextualized methodologies.

PDN 512 - Spiritual Formation and Discipleship (3)

This course is designed to provide practitioners with skill sets necessary for the practice of personal spiritual formation and discipleship. Historical and contemporary spiritual formation and discipleship models will be evaluated then implemented into models for use with the modern day servant leader. Disciplines, such as prayer, silence solitude, Sabbath rest, and mentoring will be studied and implemented into personal soul care routines and practices.

PDN 513 - Community and Family Systems (3)

This course is designed to equip servant leaders in the essentials of counseling family systems and their respective church communities. A family systems approach to counseling will be introduced and then used as the framework to understand how one can be healed through the counseling process. Special PDN M.A. DEGREE – NOVEMBER 2016 8 attention will be given to family histories and the synthesis of those histories through a process known as genogramming.

PDN 514 - Holistic Child Development (3)

This course encourages healthy development in four areas — spiritual, physical, social and economic. Emphasis is given to long-term approaches to methods going beyond simple involvement in children and family systems.

PDN 515 - Leader's Life and Work (3)

This course examines the pivotal issues leaders face as they balance personal lives with public lives, and personal convictions and values with the demands of their position. Included in this study are topics such as the leader's call and competencies, life-long learning habits, critical values and choices, biblical servant leadership, use and abuse of authority, essential character qualities for effective leadership, and common stumbling blocks to leadership. Authentic, transformational, team, and servant leadership theories are studied in light of biblical examples, principles, and theological understandings of leadership.

PDN 521 - Issues in African Pastoral Ministry I (3)

In this course students will review and analyze current issues in African pastoral ministry with emphasis on defining, understanding, evaluating, and formulating a biblical understanding and response. The specific issues dealt with in this course will be the (1) Prosperity Gospel and (2) Poverty and Dependence.

PDN 522 - Issues in African Pastoral Ministry II (3)

In this course students will review and analyze current issues in African pastoral ministry with emphasis on defining, understanding, evaluating, and formulating a biblical understanding and response. The specific issues dealt with in this course will be (1) Power and Authority and (2) Ethics and Integrity.

PDN 523 - Field Based Ministry I (2)

This course is a designed mentorship program aimed at providing direct interaction between the student and a seasoned mentor. The students will share with their mentor (1) a personal challenge they are facing in life and ministry, (2) what they have learned through the M.A. program that is relevant for this challenge, (3) and how they are implementing what they have learned in addressing this challenge. The mentor will guide and shepherd the student through this process providing input, counsel, and prayer.

PDN 524 - Field Based Ministry II (2)

This course is a designed mentorship program aimed at providing direct interaction between the student and a seasoned mentor. The students will share with their mentor (1) a professional challenge they are facing in life and ministry, (2) what they have learned through the M.A. program that is relevant for this challenge, (3) and how they are implementing what they have learned in addressing this challenge. The mentor will guide and shepherd the student through this process providing input, counsel, and prayer.

PSC - Professional School Counseling

PSC 504 - Research and Program Evaluation (3)

This course provides an introduction to research and methodology in the field of counseling. Emphasis is placed on gaining the knowledge necessary to evaluate the conclusions of published research. Students will be introduced to a variety of counseling research strategies in order to assist the evaluating and incorporating relevant findings in counseling practice. To that end, basic knowledge of research methodology, research design, sampling, measurement, statistics, and ethical issues for conducting research will be addressed. 3 credits.

PSC 520 - Foundations of School Counseling and Program Planning (3)

This course will provide a foundation for understanding the academic needs of all students Pre-K-12, their families, schools and communities and the role of the school counselor in facilitating their academic, career, and personal-social success. Students will be introduced to the ASCA National Model: A framework for school counseling programs. 3 credits

PSC 521 - Foundations of School Counseling and Program Planning (3)

This course will provide a foundation for understanding the academic needs of all students Pre-K-12, their families, schools and communities and the role of the school counselor in facilitating their academic, career, and personal-social success. Students will be introduced to the ASCA National Model: A framework for school counseling programs. 3 credits

PSC 523 - Leadership and Advocacy in Education (3)

School Counselors serve as leaders within the educational context. This course will examine various models of effective educational leadership, the role of the school counselor in effecting change and the development of strategies for advocating for the needs of diverse and multicultural students, families, schools and communities. 3 credits

PSC 525 - Collaboration, Consultation, and Coordination (3)

Students will develop an understanding of the importance of teaming and collaboration in the development, implementation, and evaluation of the school counseling program and in facilitating change in school expectations, climate, policy, and practice to better meet the needs of students. 3 credits.

PSC 526 - Collaboration, Consultation, and Coordination (3)

Students will develop an understanding of the importance of teaming and collaboration in the development, implementation, and evaluation of the school counseling program and in facilitating change in school expectations, climate, policy, and practice to better meet the needs of students. 3 credits.

PSC 530 - Exceptional Students: Populations, Policies & Procedures (3)

This course is designed to prepare the school counselor to identify the variety of students included in the exceptional student populations and their special needs. The schools are required by law(s) to offer services for all these populations. The school counselor will learn the policies and procedures to provide these services in the classroom, through the school counselor's office, and from each of the service agencies involved in a potential IEP. 3 credits.

PSC 535 - Exceptional Students: Population, Policies, & Procedures (3)

This course is designed to prepare the school counselor to identify the variety of students included in the exceptional student populations and their special needs. The schools are required by law(s) to offer services for all these populations. The school counselor will learn the policies and procedures to provide these services in the classroom, through the school counselor's office, and from each of the service agencies involved in a potential IEP. 3 credits.

PSC 555 - Group Counseling in the Schools (3)

This is a clinical course designed to give students didactic and experiential introduction to theory, practice, and treatment in group counseling. The course will cover the theoretical foundations of group counselling and group work, contemporary theories, and group counseling leadership skills including group selection, group formation, group interventions, and group evaluation. (3 credits)

PSC 556 - Career Development in Schools (3)

This course will equip students to understand, assess and apply career development theory in school and counseling settings in terms of career stewardship development. Students will examine and contribute to a curriculum of interventions to teach others to plan and serve faithfully in the contemporary world of work with the talents entrusted to them. This course introduces the student through hands-on learning to the use of career and vocational assessment tools commonly used in career counseling. Concepts and theories concerning the planning and preparation for vocations provide background information in regards to the use of these assessment tools. 3 Credits.

PSC 583 - Multicultural Found of CNS (3)

This social and cultural diversity course is focused on preparing students to practice competent multicultural counseling. Issues such as race ethnicity, gender, age, spirituality, and religion, psycho-sexual orientation, mental and physical characteristics,...

PSC 601 - Professional Service I in School Counseling (3)

Students will participate in school counseling practice experiences that provide for the application of theory and the development of counseling skills under supervision. The Professional Service I experience will provide students the opportunity to demonstrate their abilities to provide counseling services for a diverse population of students. The student will participate in a minimum of 250 hours of field work in addition to classroom based assignments with a minimum of 100 direct student service hours. (3 credits)

Prerequisite: (CPS501 OR CPS501GN OR CPS501N OR CPS501NN OR CPS508 OR CPS508N OR CPS510 OR CPS510GN OR CPS510GNN OR CPS510N OR CPS575 OR CPS575N OR CPS583 OR CPS583N OR PSC556 OR PSC526 OR PSC535 OR PSC523).

PSC 601C - Counseling Practicum Continuation (0)

After students have registered for PSC 601, they must register for PSC 601C each semester (not including summer and winterim sessions) until practicum is completed. 0 credits.

PSC 602 - Professional Service II in School Counseling (3)

In this capstone course students will complete a 600 hour supervised internship experience that provides the opportunity to demonstrate the ability to design and implement a comprehensive school counseling program at each grade level (K-4, 5-8, and 9-12). Students will provide individual and group counseling, classroom guidance lessons, and systemic advocacy interventions. Students will receive supervision and performance review as part of this course. 3 credits.

Prerequisite: (PSC601).

PSC 604 - School Counseling Internship (3)

In this capstone course students will complete a 600 hour supervised internship experience that provides the opportunity to demonstrate the ability to design and implement a comprehensive school counseling program at each grade level (K-4, 5-8, and 9-12). Students will provide individual and group counseling, classroom guidance lessons, and systemic advocacy interventions. Students will receive supervision and performance review as part of this course. 3 credits.

PSC 604C - School Counseling Internship Continuation (0)

After studnets have registered for PSC 604, they must register for PSC 604C each semester (not including summer and winterim sessions) until internship is completed. 0 credits.

PSC 605 - Internship in School Counseling (3)

This is the practical capstone course of the graduate student in the School Counseling program. Regular consultations will be conducted with the student's advisor and written reports of the internship will be submitted according to the format suggested in the course syllabus. Students will be evaluated qualitatively according to their performance and professional development. Prerequisite: Minimum 30 credits completed and PSC 601. 3 credits.

Prerequisite: (PSC601 OR SG601G).

PSC 605C - Secondary School Counseling Internship Continuation (0)

After students have registered for PSC 605, they must register forPSC 605C each semester (not including summer and winterim sessions) until internship is completed. 0 credits.

PSC 698 - Written Comprehensive Examination (3)

This exam will address the major tenants of school counseling, from individual and group counseling competencies, American School Counseling Association National Model implementation, historical and ethical aspects of school counseling, assessment techniques, and biblical integration. The intent of this exam is to demonstrat general knowledge and understanding of the role of the school counselor, utilizing a biblical world view as a guide as a guide for professional practice. 3 credits.

PSC 699 - Research Thesis (3)

The Research Thesis is intended to give the student an opportunity to demonstrate the acquisition of improved research and writing skills, greater insight, and growth in competence for counseling through a major written project. 3 credits.

PSC 699C - Research Thesis Continuation (0)

After students have registered for SG 699, they must register each semester (not including the summer and winter sessions) for SG 699C. The student service fee will be assessed. 0 credits.

RSC - Education

RSC 524 - Children's Literature for Instructions (3)

Literature written for children weaves a story, projects a character, defines a problem, and offers information. Each piece of these published works can provide the stimulus for classroom instruction in any and all subject areas. This course includes an examination of the genre designed for children and the instructional strategies of using literature in the elementary classroom. 3 credits.

RSC 526 - Literacy Assessment (3)

A review of the diagnostic instruments for the accurate assessment and preparation of intervention for the needs of students in the classroom is included in this course. Emphasis is placed on the selection and application of the appropriate tools, programs, materials, strategies, and techniques available for classroom use. 3 credits. Prerequisite: CRT 513 or permission of the professor.

Prerequisite: (CRT513 OR CR513GN).

RSC 527 - Diagnostic Reading Instruction (3)

This course is designed to provide procedures and materials for the assessment, diagnosis, and correction of reading difficulties, the evaluation of student progress, and the differentiation of techniques to offer effective instruction. 3 credits. Prerequisites: CRT 513 or permission of professor.

Prerequisite: (CRT513 OR CR513GN).

RSC 528 - Literacy Development and Language Acquisition for the English Language Lear (3)

RSC 529 - A Collaborative Team Approach for Inclusion (3)

A team of educators must learn to find the contributions of each. This course will examine each of these roles played by educators, other professionals, and parents involved in the educational process for students with specific needs in the classroom. Emphasis will be placed on the skills to facilitate effective communication and collaboration among team members. 3 credits.

SEC - Education

SEC 513 - Instructional Practices & Strategies (3)

SEC 532G - Psychological Characteristics of Students with Special Needs (3)

The social, emotional, mental, and sensory differences of special needs students are reviewed. The means for meeting these needs are described with the strategies for assisting these students to be successful in the inclusion classroom. 3 credits. Prerequisites: CRT 515 or permission of professor.

Prerequisite: (CRT515 OR CR515GN).

SEC 533 -

SEC 535 - Management Strategies for Special Students in the Regular Classroom (3)

This course describes the prescriptive strategies for the management of students needing individual programs for instruction. The different classifications of the special students are examined to determine the appropriate strategies according to the individual needs. The strategies are those designed to be effective in the regular classroom and implemented by the classroom teacher. 3 credits. Prerequisites: CRT 548 or permission of professor.

Prerequisite: (CRT548 OR CR548GN).

SEC 537 - Technology for Teachers (3)

Students with specific needs can be assisted by technology. This course will examine the technology available for teachers who assist in the instruction in an inclusion classroom. 3 credits.

SEC 539 - Legislation Dictating Special Services (3)

The purpose of this course is to review the laws, regulations and policies directing the services required for special students in the schools. The history of these laws and the judicial decisions about these laws are discussed. Topics include case studies, current issues, as well as state and federal standards. 3 credits.

SEC 541 - ESL Culture & Communication (3)

SPE - Education

SPE 501 - Assessment and Special Education Processes (3)

This course will provide teacher candidates with the knowledge and skills to link assessment and instructional decision making in inclusive settings for students with disabilities. Discussions and activities will include the processes for assessment, identification for eligibility, and IEP development that incorporates the individual needs of students and that is in compliance with state and federal laws. (3 credits)

SPE 502 - Meeting the Needs of Students with Autism & Behavioral Disorders (3)

This course offers an overview of student characteristics, theory and teaching applications for students with Autism Spectrum Disorders (ASD) and behavior disorders. Major theories, etiological and diagnostic issues, classroom structure and environmental arrangements, research based instructional strategies, and family involvement will be discussed. Students will reflect on how these special needs impact their role as a teacher. Pre-requisite (3 credits)

Prerequisite: (SPE501).

SPE 503 - Teaching Students with Specific Learning Disabilities & Intellectual Disabilities (3)

This course offers an overview of student characteristics, theory and teaching applications for students with specific learning disabilities and for students with intellectual disabilities. Major theories, etiological and diagnostic issues, research based instructional strategies, and family involvement will be discussed. Students will reflect on how these special needs impact their role as a teacher. (3 credits)

Prerequisite: (SPE501).

SPE 504 - Teaching Students with Low Incidence Disabilities (3)

This course offers an overview of student characteristics, and best teaching practices for students with low incidence disabilities, such as visually impaired, hearing impaired, traumatic brain injury, orthopedically impaired, and multiple disabilities. Etiological and diagnostic issues, research based instructional strategies, and family involvement will be discussed. Students will reflect on how these special needs impact their role as a teacher. (3 credits)

Prerequisite: (SPE501).

SPE 505 - Professionalism, Ethical Practices and Collaboration (3)

This course will explore the process of organizing and implementing meetings, such as IEP, CST, MDST, re-evaluation meetings etc. This includes how to work with outside agencies, paraprofessionals, and insurance companies. Additionally, students in this course will discuss best practices when collaborating with parents, teachers, and all stakeholders. This will include discussions on professional and ethical practices and laws, such as FERPA, procedural safeguards, state and CEC ethical guidelines, co-teaching and collaboration models, and types of power. (3 credits)

Prerequisite: (SPE501 AND SPE502 AND SPE503 AND SPE504).

SPE 510 - Practices for the Inclusionary Classroom (3)

This course will equip students to meet the needs of diverse students in the PreK-12 classroom. These students include those who are at risk, those who are culturally diverse, and those with any academic, emotional, mental, physical, or communicative differences. Focus will be on the range of needs for each student group and the differentiation of instruction to meet those needs. Universal Design for Learning will also be introduced.

SPM - Sport Management

SPM 500 - Biblical Principles and Practices of Personal Leadership (3)

This course is designed to lay the foundation for a biblical response to personal leadership. The course will examine core biblical principles to leading from a personal level and moving to leading others. The course will introduce principles and practices of godly leaders that the student can incorporate into a personal development plan to prepare them to lead with integrity. The course will examine topics such as self-awareness, decision making, motivation, emotional intelligence, cultural awareness, conflict resolution, and social skills.

SPM 503 - Psychology of Sport (3)

This course gives an overview of the psychological factors that affect sport performance. Behaviors in sport settings are examined and concepts related to enhancing athletic performance to maximize potential in a competitive environment are analyzed. These concepts are then applied to the competitive athlete as well as the recreational athlete to enhance a healthy lifestyle. This course will also explore the integration of faith and psychology.

SPM 504 - Evangelism and Discipleship in Sport

This course will examine the complex relationship of sport and religion throughout history. When sport and religion are combined current societal views need to be addressed through the lens of a biblical framework, therefore students apply critical thinking skills to formulate a biblical response to each of these. Students will examine trends in research, analyze data and develop strategies for evangelism and discipleship within the sport setting. Students will identify qualities of a good mentor leader which will equip them to be effective in ministry.

SPM 510 - Leadership and Administration of Sport (3)

This course examines trends and issues of management and organizational behavior within the broad context of the sports industry, with specific reference to staffing, motivation, communication, and personal leadership development. This course will introduce leadership theory, as well as the tools and techniques for practical application, including how to effectively implement consistent leadership theory.

SPM 530 - Financial Management in Sport (3)

This course will focus on the financial aspects of the sport industry. Students will build terms and concepts of sport finance and analyze a variety of aspects of managing sport from a financial and ethical basis. A variety of financial problems and current financial trends facing sport today in all sport sectors will be discussed.

SPM 540 - Current Legal and Ethical Issues in Sport (3)

This course will explore the many facets of ethics and legal situation of sport. Sectors of all levels of sport from youth to professional will be examined regarding concepts of tort law, labor law, contract law, and anti-trust law. The students will analyze sport related cases and develop strategies to reduce and manage risks in sport.

SPM 550 - Sport Marketing and Promotions (3)

This course focuses on the data collection, marketing, and promotion of sport. The use of sport to market non-sport products will be discussed as well. The course will explore the behavior of sport consumers to be able to customize strategies to meet their unique needs.

SPM 560 - Sport Communication Technology (3)

This course will examine the role of sport communication and the integration of technology in the field of sport to enhance the sport experience for the player and the consumer. The impact of social media will be explored. Written and oral communication skills will be enhanced. The sport consumer, gender roles, and socioeconomic levels will be discussed. Challenges of ethical issues surrounding sport and technology will be discussed and a biblical response formulated.

SPM 570 - Facility and Event Management (3)

This course will explore the many facets of facility design and creation as well as managing sport facilities to maximize resources. The course also examines steps of planning, implementing and evaluating sporting events, and using community resources for small and large venues. Trends in stadium and facility design are discussed and biblical stewardship of financial and environmental resources are assessed.

SPM 590 - Internship (6)

This course will provide the student with the opportunity to set personal goals, demonstrate the integration of biblical principles, and transfer knowledge learned in the classroom to the sport management field of study. The experience allows the student to work with a mentor in the field as they demonstrate leadership competencies and expand their network of sport management professionals.

The placement can be a volunteer or paid position and must meet a minimum of 250 hours. The student will work with the instructor to find a placement in the field of interest.

SWK - Social Work

SWK 610 - Cross Cultural Counseling (3)

This course is designed to raise the students' awareness and sensitivity to issues involved in cross-cultural counseling. Students will be challenged to incorporate various approaches to counseling diverse populations in practice with different cultural groups. An advanced exploration of issues of ethnicity, diversity, and cultural biases will serve as the framework for this course, assisting students in self-awareness and self-regulation as clinical social worker. This course is reserved for students enrolled in the Clinical Social Work specialization.

This course meets the following MSW program competencies: 1, 2, 6, 7, 8, 10

Prerequisite: Completion of foundational MSW coursework or Advanced Standing admission. .

SWK 611 - Diversity in Child and Family Settings (3)

The focus of this course is to examine the complex diversity issues present in child and family welfare settings and within the broader social service system and collaborative partnerships. Borrowing from a systems approach, students evaluate the myriad of cultural dimensions impacting outcomes for the child and family welfare systems. Students analyze their biases and prejudices relating to work with vulnerable populations within child and family welfare settings, developing a cultural humility perspective, one that reinforces the utilization of a biblical worldview in practice. Students assess diverse work environments in relation to the dimensions of diversity as outlined by CSWE, including a focus on spirituality as an oft-neglected aspect of child and family welfare work. Students formulate a cultural perspective that serves as a tool for further practice inquiry. This course is reserved for students enrolled in the Advanced Child Welfare Practice specialization.

This course meets the following MSW program competencies: 2, 3, 10

SWK 613 - Advanced Child and Family Policy (3)

This course will provide the student with a comprehensive review of child and family welfare policies impacting practice within the child welfare system from point of initial contact with the child and family to final exit from the system. Students will develop critical thinking strategies as they interact with policies, becoming knowledgeable about the intricacies of predominant child and family welfare policy. Critique and evaluation will be emphasized to connect policy with practice, examining the influence of a biblical worldview upon policy practice. Students develop an awareness of community partners and the impact of social, economic, and environmental injustice within the child welfare system. This course is reserved for students enrolled in the Advanced Child Welfare Practice concentration.

This course meets the following MSW program competencies: 3, 4, 5, 10

Prerequisite: Completion of foundational MSW coursework or Advanced Standing admission. .

SWK 620 - Advanced Policy: Social, Economic, and Environmental Justice (3)

This advanced social welfare policy course will expand upon the student's knowledge and understanding of social policy development and evaluation. Students evaluate social welfare policies influencing clinical contexts, analyzing them at the individual, family, and group level. Students examine policy positions that include understanding of professionalism, evaluation of risk, malpractice, and other legal issues faced in clinical social work practice. Students evaluate policies that impact not only the clinical environment but the broader societal impact on client systems, interpreting the understanding in line with a biblical worldview synthesis. This course will focus on policy practice that addresses social, economic, and environmental injustice at all practice levels (micro, mezzo, macro) and delivery of social welfare programs. This course is reserved for students enrolled in the Clinical Social Work specialization.

This course meets the following MSW program competencies: 3, 4, 5, 10

Prerequisite: Completion of foundational MSW coursework or Advanced Standing admission. .

SWK 625 - Clinical Practice: Individuals and Families (3)

This course will build upon foundational concepts of intervention with individuals and families (micro and mezzo practice). Students will be introduced to clinical social work practice concepts, including diagnostic criteria, assessment, and treatment plans. An emphasis will be placed on strengths-based interventions with diverse individuals. This course is reserved for students enrolled in the Clinical Social Work specialization.

This course meets the following MSW program competencies: 1, 2, 4, 6, 7, 8, 9, 10.

SWK 626 - Clinical Practice: Groups (3)

This course will build upon foundational concepts of strengths-based intervention with small groups (mezzo practice). Students will explore various perspectives of group dynamics, including systems and ecological theories. An emphasis will be placed on strengths-based assessment and intervention with diverse groups. This course is reserved for students enrolled in the Clinical Social Work specialization.

This course meets the following MSW program competencies: 1, 2, 4, 6, 7, 8, 9, 10.

SWK 628 - Advanced Child and Family Practice: Individuals and Families (3)

This first of three Practice classes, within the Advanced Child Welfare Practice concentration, will prepare students to engage in the field of child welfare with a strong client-centered, strengths-based approach, relating to one-on-one interactions. Time spent in class will focus on the development of a comprehensive practice approach, grounded in evidence-based practice and research. Students will engage with one another and complete process recordings of interactions from the field to support individual work from a client-first perspective, incorporating theories to support their practice. This course is reserved for students enrolled in the Advanced Child Welfare Practice concentration.

This course meets the following MSW program competencies: 1, 2, 3, 4, 6, 7, 8, 9, 10.

SWK 629 - Advanced Child and Family Practice: Systems and Groups (3)

This second of three Practice classes within the Advanced Child Welfare Practice concentration, will prepare students to engage in the field of child welfare with a strong client-centered, strengths-based approach, relating to systems and group work. Students will examine theories of practice with groups and systems that interact with the child welfare context, considering the factors that impact child welfare outcomes. Students will create avenues for systems and group work to emerge within their practice, developing interventions that can be applied to real-life or simulated practice. Students will be challenged to self-reflect and critique personal experiences with their own group experiences and systems involvement to address prejudice and bias within the field. This course is reserved for students enrolled in the Advanced Child Welfare Practice concentration.

This course meets the following MSW program competencies: 1, 2, 3, 4, 6, 7, 8, 9, 10.

SWK 640 - Advanced Research and Program Evaluation (3)

This course will prepare students to implement research methods and program evaluation strategies at all levels of advanced social work practice. Students will be introduced to several methods of program evaluation and will advance their understanding of quantitative and qualitative research methods. A focus will be on practice-informed research and research-informed practice so that students will be competent in translating research findings into effective practice.

This course meets the following MSW program competencies: 4, 5, 10.

SWK 660 - Specialization Seminar A (3)

This advanced field course is designed to provide students MSW-supervised social work advanced practice opportunities. Students will practice the implementation of knowledge, methods, and skills learned in previous courses and apply them to supervised service activities with clients from the individual level to the community level. This course runs in conjunction with the students' field placement in a social service organization. Students will participate in this course and complete a minimum of 250 hours of their field internship, supervised by a Field Instructor. All social work competencies will be addressed through the student's students' field experiences.

This course meets the following MSW program competencies: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10.

SWK 660F - Specialization Internship A (0)

This advanced field course is designed to provide students MSW-supervised social work advanced practice opportunities. Students will practice the implementation of knowledge, methods, and skills learned in previous courses and apply them to supervised service activities with clients from the individual level to the community level. This course runs in conjunction with the students' field placement in a social service organization. Students will participate in this course and complete a minimum of 250 hours of their field internship, supervised by a Field Instructor. All social work competencies will be addressed through the student's students' field experiences.

This course is taken concurrently with SWK 660.

Students must PASS their field internship in order to progress onto the next field internship placement or to graduate.

This course meets the following MSW program competencies: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10.

SWK 661 - Specialization Seminar B (3)

This advanced field experience course is designed to provide students an opportunity to practice the knowledge, methods and skills learned in previous courses and apply them to supervised service activities with clients from the individual level to a community level. This is a 3-credit course that runs in conjunction with the student's field education. Students will attend this class and participate in their internship (250 hours).

This course meets the following MSW program competencies: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10.

SWK 661F - Specialization Internship B (0)

This advanced field experience course is designed to provide students an opportunity to practice the knowledge, methods and skills learned in previous courses and apply them to supervised service activities with clients from the individual level to a community level. This is a 3-credit course that runs in conjunction with the student's field education. Students will attend this class and participate in their internship (250 hours).

This course is taken concurrently with SWK 661.

Students must PASS their field internship in order to progress onto the next field internship placement or to graduate.

This course meets the following MSW program competencies: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10.

THE - Theology

THE 501 - Christian Doctrine I: Revelation, God, Humanity, and Sin (3)

A beginning study of the central doctrines of the Christian faith. This course investigates the task and method of theology and applies that method in the study of God's self-revelation in the Scriptures, the nature and attributes of the Triune God and his purposes in the creation of the world, the nature of human existence as designed by God in line with his purposes for creation, and a study of the human fall into sin and its consequences for humans and the rest of creation.

Prerequisite: BTC 563 Biblical Interpretation.

THE 502 - Christian Doctrine I: Christ, Salvation, Church, and the Future (3)

A continuation of the study of the central doctrines of the Christian faith. This course investigates the person of Christ, his nature, and his work; the nature and results of God's work of salvation and its blessings for those who believe in Christ.

Prerequisite: BTC 563 Biblical Interpretation.

THE 522 - Johannine Theology (3)

After a brief overview of the concept of biblical theology, and a treatment of introductory matters related to John's writings, this course introduces students to the major theological themes of John's writings (Gospel, epistles, and Revelation). (3 credits)

THE 526 - Pauline Theology (3)

This course is a study of the Pauline corpus with a focus on its foundational theological contributions to the New Testament and the life of the church. Consideration will be given to Paul's life and ministry including the historical and cultural contexts from which Paul wrote. Key themes in Paul's writings to be covered include the Person and work of Christ, the gospel, new life in Christ, the Church, and eschatology as well as related current issues in Pauline studies. (3 credits)

THE 509 - Christian Ethics (3)

THE 510 - Old Testament Theology (3)

The theology of the Old Testament is considered according to major categories of systematic theology and the historical development of the biblical dispensations and covenants. 3 credits.

THE 511 - New Testament Theology (3)

The theology of the New Testament is approached systematically by major categories of theology, chronologically by historical development, and personally by authors. 3 credits.

THE 515 - Developing a Biblical Worldview (3)

LBC | Capital educates students so that they might more ardently love God with their hearts, minds, and strength; then love their neighbors as themselves. Obeying the greatest commandment requires Christians to better align their perspectives of the world, themselves, and their communities with the Bible's perspective of reality. This course will help students understand the foundations of Christian thought so their views of the world may better agree with God's worldview as he revealed it in the Scriptures. (3 credits)

Prerequisite: None.

THE 516 - Biblical Integration for Faithful Christian Teaching (3)

This capstone course invites educators to consider how their Christian faith shapes their vocation. Students will explore what their calling to bear witness to Christ's kingdom means for their academic discipline, as well as designing and leading courses which educate to promote shalom and cultivate wisdom. This course culminates in the creation of evidence that students' classrooms are or will be places where faith in God, His Word, and His gospel are increased, hope in God's mission of redemption and restoration is nurtured, and students are trained to walk in love for God and their neighbor.

THE 517 - Theological Method (3)

This course studies the nature, sources, and methods of theology, including an exploration of the movement from biblical exegesis to theological synthesis and praxis. 3 credits.

THE 518 - History of Christian Doctrine (3)

This course will study the historical development of several selected Christian doctrines from the time of the church fathers to the present. Attention will be given to the development of the common faith of the Christian church and the interaction between Christian doctrine and intellectual trends throughout church history. 3 credits.

THE 520 - Selected Topics in Systematic Theology (3)

A study of selected topics in systematic theology that increases one's general understanding of the Bible and one's specific understanding of relevant biblical and historical data. 3 credits.

THE 521 - Current Issues in Theological Study (3)

A study of various problems and issues in theological studies in theological, hermeneutical, literary, ethical, biographical, and spiritual areas, with emphasis on the relevance to current ministry. 3 credits.

THE 523 - Theologies of Liberation (3)

This course covers the rise and development of theologies of Liberation during the 20th century to the present. This will include focus on the original Latin American context for this theology and resulting theologies of liberation in various cultural contexts. Special attention will be paid to African-American and other expressions of liberation theology within the North American context.

THE 524 -**THE 527 - The Trinity (3)**

A study of the doctrine of the Trinity that interrogates and increases students' general understanding and ability to describe its historical and doctrinal development. Students will examine the relevant biblical and historical discussion in the early Eastern and Western Church in order to interact with contemporary and/or current discussions on Trinitarianism and articulate the importance of the doctrine to the faith and practice of the Church. (3 credits)

THE 530 - Selected Topics in Historical Theology (3)

A study of selected topics, including background details that contributed significantly to the ongoing development and preservation of orthodox doctrine throughout church history. 3 credits.

THE 531 - Theological Classics (3)

Literary consideration of selected portions of theological and devotional materials that have had significant impact on the church. Included are sections from Augustine, Thomas Aquinas, Thomas a Kempis, Luther, Calvin, Bunyan, Spurgeon, Warfield, Barth, Bultmann, Bonhoeffer, and Lewis. 3 credits.

THE 535 - Christianity in the Contemporary World (3)

This course helps students develop an integrated Christian worldview, an understanding of Christian vocation, and an understanding of how Christianity should engage contemporary culture. Through this course, the student will see the truth and beauty of the Christian worldview and how this worldview informs all of life. (3 credits)

THE 540 -

THE 541 - Foundations of Theology of Culture (3)

This course is an overview of culture from a theological perspective, including a survey of Christian approaches to cultural engagement. Practitioners will be equipped to apply godly wisdom to their interaction with culture in their vocational roles. Practical skills are employed to focus biblical principles of living in specific cultural contexts. (3 credits)

THE 542 - Theological Interpretation of Media (3)

This course will apply tools of interpretation to contemporary media in its various forms. (3 credits)

THE 543 - Cultural Analysis and Engagement (3)

This course explores principles and practices to evaluate culture in its various expressions, including contemporary American culture. It will also highlight ways in which culture has shaped religious practice and belief in history. Special focus will be placed on strategies and practices to interact with culture with theological awareness and wisdom.

THE 590 - Independent Study (3)

This independent study course is for those occasions when a student may have an interest in an area of study related to his/her ministry that is not covered by the curriculum. Please contact your advisor or the ILEAD Services Office for additional information. 3 credits.

WOR - Worship Arts

WOR 500 - Biblical, Historical, & Theological Survey of Worship Arts (3)

From Genesis 1 to present day, this course will survey the nature and development of worship of the Triune God with a focus on those who have contributed artistic supports for that worship along the way. Students will analyze the relationship between worship arts and theological developments. Engaging the ways the church has worshiped across millennia, students will also gain a deeper understanding of what creativity means for those made in the Image of God.

WOR 505 - Worship and its Cultural Context (3)

Course Description: Every worship practice is a product of a culture. Every worship practice has powerful formative potential. Students will learn how to interpret liturgies – both in and out of the church - in their broader cultural context. One unavoidable area of concentration for many of today's cultures is the influence of digital technology. Special consideration will also be given to building a global perspective of worship in today's church.

WOR 510 - Worship Design & Practice (3)

In this class, students will study, observe, and participate in various liturgies while designing worship orders of their own. A close look at the development of worship design will realize the potential of historic practices and inspire new approaches to structuring worship practices for spiritual formation.

WOR 520 - Perspectives and Technology for Worship Arts Administration (3)

Administrative work is an occasion for creative shepherding and equipping of others. It is also a venue for modeling leadership that is rooted in Scripture and shaped by Jesus. Students in this class will explore techniques and advantages of having excellent administrative structure. The class will also explore the potential of technological tools to support ministry organization as well as music-making.

YMN - Youth Ministry

YMN 501 - Student Development, Culture & Contextualization (3)

This course is designed to explore the spiritual development of adolescents as well as the physical, cognitive, and social identity of students. Special attention will be given to the area of student development and its overarching relationship to culture. A thorough synthesis of student development & culture will be done through the use of contextualization principles. 3 credits.

YMN 502 - Student & Family Systems Counseling (3)

This course is designed to equip students in the essentials of counseling adolescents and their respective family systems. A family systems approach to counseling will be introduced and then used as the framework for understanding of how one can be healed through the counseling process. Special attention will be given to family histories and the synthesis of those histories through a process known as genogramming. 3 credits.

YMN 503 - Thinking Theologically in Student Ministry (3)

This course is designed to help students think theologically within the primary discipline of student ministry. Special attention will be given to the area of how students fit into the overarching story of scripture and how theology should be the basis for a robust philosophy of student ministry. 3 credits.

YMN 504 - Spiritual Formation of Students (3)

This course is designed to equip leaders in the art of soul tending within the student ministry setting. Special attention will be given to creating environments sensitive for spiritual formation practices. Within these environments, our focus will be centered on creating a community of co laborers who embody spiritual formation as a form of discipleship within students. 3 credits.

YMN 505 - Building Student Leadership in Ministry (3)

This course is designed to train student ministry workers in the essentials of building healthy and fully equipped student leaders. A "Simple Student Ministry" approach to discipleship and programming will be our framework for training student leaders. Special attention will be given to the spiritual formation of the student leader synthesized with the skill sets needed for a student to lead effectively.

YMN 506 - Creating a Glocal Student Ministry (3)

This course is designed to equip ministry leaders in the area of creating a Glocal Student Ministry. Emphasis will be placed on creating local yet global missional communities for the purpose of incarnational living among student sub cultures. A thorough study will be done on the training and practice of engaging deep justice issues here as well as over there.

YMN 507 - Youth & Young Adult Ministry Apprenticeship (3)

This course is a designed apprenticeship program aimed at providing direct experience within a local student ministry setting. Under the guidance of an seasoned mentor, students will develop a personal philosophy of ministry, mission/vision for student ministry, and an overall team discipleship strategy approach for their respective ministry. Special attention will be given to creating a sustainable student ministry.

YMN 511 - Analyzing Culture and Youth (3)

This course is designed to explore the identity development of adolescents as it relates to cultural influences. Chrono/Macro (global and national) through Micro (local) cultural entities, perspectives, and influences impact the identity formation, moral compass, and spiritual development of younger generations and subcultures, both directly and indirectly. These realities will be carefully considered and explored to equip youth workers with ministry strategies. A thorough synthesis of adolescent development and culture will be done via general contextualization principles so as to help students to cultivate their own personal set of such principles. (3 credits)

YMN 512 - Counseling Youth Via Family Systems (3)

Prerequisite: None.

YMN 513 - Thinking Theoretically in Youth Ministry (3)

Prerequisite: None.

YMN 514 - Discipling Youth Via Relational Ministry (3)

This course is designed to equip leaders to make disciples through intentional relationships within the youth ministry setting. A particular emphasis will be placed on forming purposeful plans for discipleship in every aspect of a ministry and to understanding the individual leader's discipleship experience and preference. The focus will be centered on the foundational role of relational ministry in developing resilient disciples.

Prerequisite: None.

YMN 590 - Independent Study (3)

This independent study course is for those rare exceptions when a student may have an interest in an area of study related to his/her ministry that is not covered by the curriculum. This independent study course is for those occasions when a student may have an interest in an area of study related to his/her ministry that is not covered by the curriculum. Please contact your advisor or the Graduate School Office for additional information. 3 credits.

Academic Definitions

Academic Sessions (p. 203)

Courses (p. 203)

Course Delivery Methods (p. 204)

Student Classifications (p. 205)

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 & Procedures

Additional academic policies are found in the Seminary and Graduate Student Handbook.

Academic Advising (p. 207)

Academic Dismissal (p. 208)

Academic Integrity (p. 208)

Academic Probation (p. 210)

Application for Graduation (p. 211)

Attendance (p. 211)

Auditing a Course (p. 213)

Change of Major (p. 213)

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Course Withdrawal (p. 214)

Family Education and Rights Privacy Act (p. 215)

Grade Appeal (p. 217)

Grading System (p. 218)

Graduation Requirements (p. 219)

Incomplete Grades (p. 219)

Registration and Drop & Add (p. 219)

Repeating Coursework (p. 220)

Transcripts (p. 220)

Transfer (p. 221)

Withdrawal from College (p. 221)

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. 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 a 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) for reinstatement if they believe there were extenuating circumstances. 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 programs may have policies on retention, probation, and dismissal in addition to this college policy. See the program handbook for more details.

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

At the end of any semester, students in seminary and graduate programs with a cumulative grade point average below the minimums listed in the chart will be placed on academic probation.

| Program | Required Minimum Cum GPA |
|--|--------------------------|
| Seminary Programs | 2.5 GPA |
| Graduate Programs | 3.0 GPA |
| Doctoral Programs (Leadership, Biblical Studies, Educational Leadership) | 3.0 GPA |
| Doctoral of Ministry Program | 2.75 GPA |

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.

In addition, students will be required to enroll in GWW 500 Graduate Writing Workshop a non-credit bearing course which provides instruction and feedback on a paper of the student's choice, selected from any course in which the student is concurrently enrolled. The student will be charged a fee for the course. The student must complete all work and show significant improvement, as assessed by the instructor of this course between rough and final drafts to pass this course. If a student does not pass GWW 500, the student will be re-enrolled and charged the course fee in each consecutive sub term until the student is able to pass the course.

Students placed on academic probation will be required to create and follow the Academic Plan, pass GWW 500, and achieve a minimum cumulative GPA according to the chart above after two consecutive semesters enrolled at LBC | Capital. Failure to achieve the cumulative GPA or greater, to follow the Academic Plan, and to pass GWW 500 within this timeframe will result in a recommendation for academic dismissal with the right to appeal. The purpose of this requirement is to safeguard students by ensuring that they have an opportunity to meet minimum GPA requirements for graduation and financial aid.

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.

Academic programs may have policies on retention, probation, and dismissal in addition to this college policy. See the program handbook for more details.

Application for Graduation

Depending on when they finish their academic requirements, students will be counted as spring, summer, or fall graduates. Commencement ceremonies are held each May or June for spring graduates and each December for summer and fall graduates.

All students need to complete an application for graduation to declare their intention to graduate, regardless of whether or not they will participate in the ceremony, and to signal an official audit of their credits. Students should work with their advisor/success coach to determine readiness for graduation.

The graduation application as well as more information about graduation and commencement ceremonies can be found at lbc.edu/graduation.

Attendance Policy

Students 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.

Continuous Enrollment

Continuous enrollment is encouraged and expected in all Seminary and Graduate programs. It is understood that extenuating circumstances occur which may prevent a student from enrolling in a given semester. However, this should be viewed as an exception. Should students not enroll for a 180-day period, they will be officially withdrawn from the program and will need to reapply. Student records will be reviewed after each Fall, Spring & Summer semesters.

If students reapply and are reinstated, they are subject to the graduation requirements as contained in the catalog at the time of their readmission.

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). 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

See the graduation requirements for each program on the program page.

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

Students transferring from theological seminaries or graduate institutions with accreditation recognized by the U.S. Department of Education will be given advanced standing to the extent that their credits approximate the curriculum of Capital Seminary & Graduate School. Transfer credit is limited to those courses which are applicable to the program in which the student is enrolled and to those courses in which the minimum grade is earned. Programs also have limits on the number of transfer credits allowed and the age of the credits. See the program pages for program specific information. Only the credit is transferred; the grade and grade points are not figured in the student's grade point average.

Students intending to enroll in a course at another higher educational institution for transfer credit to LBC | Capital should check with the Registrar's Office prior to enrollment in the course to determine the appropriateness of the institution for transfer credit and the suitability of the course to the student's program. Transfer credits will not be added to a student's record until an official transcript documenting the course is received by the Registrar's Office.

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

Transfer Credit Doctoral Programs

Students transferring from theological seminaries or graduate institutions with accreditation recognized by the U.S. Department of Education will be given advanced standing to the extent that their credits approximate the curriculum of Capital Seminary & Graduate School. Transfer credits must be from a doctoral program with a final grade of "B" or higher. MA or MDIV credits cannot be used towards advanced standing in a doctoral program. Students can transfer no more than 50% of a degree. For specific information or questions, applicants or students must consult the program director.

Transfer of Credit to Other Institutions

LBC | Capital cannot guarantee the transfer of course credits to other receiving institutions as programs and requirements may differ between institutions. Transfer decisions are made by the receiving institution. Students desiring to transfer earned course credits to another institution should contact the receiving institution to confirm the transferability of the course. See the transcript policy for information about obtaining an official transcript from LBC | Capital.

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 Requirements (p. 222)

English Language Proficiency Policy (p. 223)

Admissions Requirements

Lancaster Bible College | Capital Seminary and Graduate School exists to education Christian students to think and live a biblical worldview and to proclaim Christ by serving him in the Church and society. Since the college is committed to educating the entire person, it has a distinctive set of admissions standards in the spiritual, personal, and academic areas.

Spiritual Standards

Applicants must confirm that they have accepted Jesus Christ as their personal Savior and be in essential agreement with the Statement of Faith of the College. Applicants must also demonstrate that they are living a consistent Christian life based on the principles of God's Word.

Personal Standards

Applicants must give evidence of sufficient spiritual, social, physical, and mental development and maturity for doing work in their academic program.

Academic Standards

Applicants must provide documentation through transcripts that their educational preparation and academic achievements and potential are sufficient for being successful as a student at LBC | Capital.

Academic criteria are listed below. Programs may have additional requirements. Applicants with a GPA lower than the minimum may be considered on an individual basis.

| Program | Min. GPA | Additional Requirements |
|--------------------------------------|----------|---|
| Seminary Programs | 2.50 | Pastoral/character reference |
| Graduate Programs | 3.00 | Check program pages for additional requirements |
| DMin Program | 2.75 | Graduate level research paper, Character reference, Connection with program director |
| PhD Leadership, PhD Biblical Studies | 3.25 | Writing sample, Professional reference, Meeting with program director |
| EdD Educational Leadership | 3.00 | Statement of purpose, Professional reference, Resume/CV, Connection with program director |

Students pursuing certificate programs or enrolling as a non-degree seeking student follow the admissions criteria listed above.

Students must complete an application and all required documents to be considered for acceptance to LBC | Capital.

International Students

All international students must show proof of English proficiency. See the English Language Proficiency policy (p. 223) 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 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; 2400 Yamato Road, Boca Raton, FL 33431; and 2001 W. Lehigh Ave., Philadelphia, PA 19132. The college is approved by the U.S. Department of Justice for the training of nonimmigrant international students. Lancaster Bible College | Capital Seminary & Graduate School's online courses/degrees are available to residents of all states and territories of the US under the terms and provisions of the State Authorization Reciprocity Agreements (SARA), of which LBC | Capital is an institutional participant, or through authorizations/exemptions in the following non-SARA state: California.

Lancaster Bible College | Capital Seminary & Graduate School is an equal opportunity institution that does not discriminate on the basis of race, color, sex (except where sex is a bona fide occupational qualification), ancestry, national origin, age, disability, veteran status, or genetic information. This policy applies to all terms and conditions of employment, admission to and enrollment with the College.

English Language Proficiency Policy

An English language proficiency exam (TOEFL/IELTS/Duolingo) will be required of any non-citizen international applicant applying to LBC | Capital in order to show proof of English language proficiency. Proof of English language proficiency is required before the issuance of the I-20 (Certificate of Eligibility for Nonimmigrant Student Status) form, used to apply for an F-1 student visa. Applicants must submit official copies of their scores during the admission process.

Minimum Qualifying Scores:

The following scores are acceptable for admission to Lancaster Bible College | Capital Seminary & Graduate School:

| | Undergraduate | Seminary/Graduate | Doctoral |
|----------|---------------|-------------------|----------|
| TOEFL | 69 | 79 | 100 |
| IELTS | 6.5 | 7.0 | 7.5 |
| Duolingo | 95 | 105 | 120 |

Exemptions:

Citizens from the following countries are exempt:

| | |
|------------------------|--------------------------------|
| Canada | Dominica |
| Australia | Grand Turks and Caicos Islands |
| The United Kingdom | Grenada |
| Antiqua 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 - Seminary & Graduate Programs (p. 225)

Tuition and Fees 2023-2024 - Doctoral Programs (p. 226)

Solution Center (p. 228)

Financial Aid (p. 228)

Payment of Bill (p. 231)

Credit on Account (p. 231)

Refund Policy - 8-week Courses (p. 231)

Refund Policy - 16-week Courses (p. 232)

Veteran's Educational Benefits (p. 232)

Tuition and Fees (2023-2024) Seminary and Graduate Programs

Tuition and fees for seminary and graduate students will not increase during their program as long as they remain continuously enrolled in their degree or certificate program.

TUITION

| | |
|--|--------------|
| Full-Time (9 or more credits per semester) | \$455/credit |
| Part-Time (8 or less credits per semester) | \$535/credit |
| Full-Time (MSW Program) | \$468/credit |
| Part-Time (MSW Program) | \$550/credit |
| Formational Leadership (MAFL) Program | \$24,450 |
| Audited Course | \$300/course |

PAYMENT PLAN FEES (non-refundable)

| | |
|---|---------------------------------|
| 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 \$125 per semester (if over \$500) or \$40 monthly service fee (if over \$100).

MISCELLANEOUS FEES (non-refundable)

| | |
|---|----------------|
| Application | \$50 |
| Student Service Fee (Degree and Non-Degree) | \$175/semester |
| Student Service Fee - MSW program | \$75/semester |
| Tavera Software Fee | \$215 |
| LOGOS Bible Software - Seminary Programs | \$1,010 |
| Late Registration Fee | \$50 |
| Readmission Fee | \$25 |
| Rescheduling Fee (drop/add) | \$15 |
| Official Transcript | \$8 |

COURSE FEES (non-refundable)

| | |
|---------|---------|
| CFR 501 | \$1,500 |
| CFR 502 | \$3,000 |
| CFR 503 | \$2,000 |
| CPS 501 | \$65 |
| CPS 525 | \$90 |
| CPS 551 | \$90 |
| PSC 523 | \$50 |
| PSC 601 | \$50 |
| PSC 602 | \$50 |

Textbooks: All textbooks must be paid in full at the time of purchase or charged to the student's account. Estimated textbook expense \$440/semester.

Tuition and Fees (2023-2024) - Doctoral Programs

The program tuition and fees include academic fees and tuition charges. Tuition will not increase during the duration of your program. Additional expenses not included are application fee, transcript fees, books, software purchased by the student, housing, meals, travel, dissertation or project binding expense, and extension fees.

TUITION

| | |
|-------------------------------|--------------|
| PhD in Biblical Studies | \$39,270 |
| PhD in Leadership Studies | \$39,270 |
| EdD in Educational Leadership | \$37,400 |
| Doctor of Ministry | \$21,080 |
| PhD Tuition Per Credit | \$680/credit |
| EdD Tuition Per Credit | \$600/credit |
| DMin Tuition Per Credit | \$550/credit |
| DMin - FTSA Brazil Per Credit | \$210/credit |
| Audited Course | \$355/credit |

PAYMENT PLAN FEES (non-refundable)

| | |
|-----------------------------|---------------------------------|
| Payment Plan Enrollment Fee | \$25/semester |
| Payment Plan Late 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).

MISCELLANEOUS FEES

| | |
|---------------------------|--------------|
| Doctoral Continuation Fee | \$1,000/term |
| Transcript | \$8 |

Textbooks: All textbooks must be paid in full at the time of purchase or charged to the student's account. Estimated textbook expense \$220/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. 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 seminary and graduate education.

All students are subject to the academic standards of the college, which can be found in the college catalog. In addition, students receiving financial aid must also meet other requirements as described below in order to continue to receive financial aid.

Academic Year Definition

The academic year for the Seminary and Graduate School is defined as 32 weeks (fall and spring semesters,) and the optional summer term which is treated as a trailer to the defined academic year.

For the programs requiring summer terms, (DMin, EdD, PhD in Biblical Studies) the academic year is defined as 48 weeks of instruction.

Satisfactory Academic Progress Requirements

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

Qualitative Requirement: Grade Point Average

| Program | Required Min Cum GPA |
|--------------------------------|----------------------|
| Graduate and Doctoral Programs | 3.00 GPA |
| Seminary Programs | 2.50 GPA |

These cumulative GPAs should not be confused with GPAs required for graduation. Check graduation requirements in the catalogs and program handbooks.

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: Students must complete their degree program within 150% of the published length of their degree program.

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. Examples of mitigating circumstances 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 previous payment period.

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 Students who completely withdraw from classes during the first 60% of the enrollment period and have received federal Direct Loans will be subject to the Federal Refund Policy. 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, students may be eligible to keep some or all 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. This policy is in addition to the Capital Seminary and Graduate School's institutional refund policy.

The student's withdrawal date is determined by the last date of documented academically related activity.

Students may only receive the amount of federal aid money that they have "earned" which is determined by a special federal refund formula. Students should be aware that any enrollment changes may significantly impact their financial aid eligibility. A copy of the worksheet used for this calculation can be requested from the Financial Aid Office.

Refunds will be returned in the following order: Unsubsidized Federal Direct Loans, Capital Seminary & Graduate School aid, and private aid.

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

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

Eligible students must apply for their benefits at the above website; submit their Certificate of Eligibility and LBC Application for VA Benefits to the LBC School Certifying Official at militarybenefits@lbc.edu. See this webpage for further information.

Lancaster Bible College will not impose any penalty, including the assessment of late fees, the denial of access to classes, libraries, or other institutional facilities, or the requirement that a covered individual borrow additional funds, on any covered individual because of the individual's inability to meet his or her financial obligations to the institution due to a delayed disbursement funding from VA under Chapter 31 or 33.

Students must maintain satisfactory academic progress according to their program's guidelines in order to maintain eligibility. Students must also communicate any changes of enrollment or change of program to the LBC School Certifying Official.

VA Training Time for Graduate/Seminary/Doctoral Students

The VA Training Time refers to how the Department of Veterans Affairs views your course load, in order to determine the amount of housing benefit you will be paid. When your GI Bill® benefit is certified, your school certifying official is required to report the number of credit hours you are taking and your training time for each enrollment period. Please see the paragraph below that reflects how your training time is calculated, based on the length of the enrollment period, level of study (graduate, seminary or doctorate), and the number of credit hours for full-time enrollment. Keep in mind that the VA training times indicated below are for the individual enrollment periods only. Each enrollment term must be considered individually and cannot be combined with other enrollment periods for the assignment of a training time.

VA Training Time at LBC | Capital

| Level of Study | Length of Enrollment Period | # of Credit Hours for Full-time Enrollment |
|-----------------------|------------------------------------|---|
| Doctoral | 16-week semester | 6 credits |
| Doctoral | 8-week semester | 3 credits |
| Seminary/Graduate | 16-week semester | 9 credits |
| Seminary/Graduate | 8-week semester | 4 credits |

Please note that the above training times are designated for Veteran's Affairs benefits only and should not be used to calculate course loads for financial aid or outside scholarships. For all other purposes (i.e. confirmation of enrollments for lenders, insurance companies, etc.) enrollment status is determined not by individual enrollment periods, but by the entire semester. For LBC | Capital enrollment statuses, see the Student Classifications section of the catalog under Academic Definitions.

GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government Web site at www.benefits.va.gov/gibill.

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. 234)

Campus Standards and Judicial Process (p. 235)

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

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Bookends Bookstore (p. 241)

Academic Services

Writing Services

Writing Services (WS) provides personalized support for all LBC students for all written assignments and all courses, at any stage of the writing process. Professional personnel and peer tutors offer one-on-one sessions of either 30 or 60 minutes, on-campus at the Writing Center or online. Students can meet with writing mentors for brainstorming and outlining, developing ideas, critiquing partial or full drafts, addressing format and citation, and/or reviewing key academic writing concepts. Some courses require Writing Services visits to strengthen students' academic style for certain written assignments. Additionally, there are a variety of premier writing resources available for free, and the Writing Center hosts periodic writing groups for key writing assignments. Students may also come to the Writing Center for brief questions regarding format, citations, and grammar, and they will be assisted depending upon staff availability.

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.

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.

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.

Textbooks may be ordered online each semester at lbcbookstore.com

Personnel Directory

Board of Trustees (p. 242)

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Board of Trustees

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*Lancaster Bible College | Capital Seminary & Graduate School Graduate

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President

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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 Servicesallycenter@lbc.edu 717.560.8200 ext. 5389

Accessibility ServicesASO@lbc.edu 717.560.8200 ext. 5383

Ally Center - Lancasterallycenter@lbc.edu 717.560.8210

Ally Center - DCAllyDC@lbc.edu

Ally Center - PhiladelphiaAllyPhilly@lbc.edu 215.329.5400 ext. 5752

Bookends Bookstorebookstore@lbc.edu 717.560.8242

Center for Calling & Careercalling@lbc.edu 717.560.8200 ext. 5625

Counseling & Care Center - Lancasterc3@lbc.edu 717.560.8200 ext. 5581

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

Financial Aidfinancialaid@lbc.edu 717.560.8254

Health & Wellness Center - Lancasternurse@lbc.edu 717.560.8215

Help Desk - Information Systemshelp@lbc.edu 717.560.8200 ext. 4357

Library - Lancastercircdesk@lbc.edu 717.560.8250

Library - DCcircdesk@lbc.edu 301.552.1400

Library - Philadelphiacircdesk@lbc.edu 215.329.5400

Public Safety - Lancaster717.560.8200 ext. 8247

Registrar's Officeregistrar@lbc.edu 717.560.8200 ext. 5259

Solutions Centerssolutions@lbc.edu 717.560.8254

Writing Services - Lancaster717.560.8200 ext. 5389

Writing Services - DCAllyDC@lbc.edu

Writing Services - PhiladelphiaAllyPhilly@lbc.edu 215.329.5400 Ext. 5752

Academic Calendar - Global 23-24

| Fall 2023 | Day | Date |
|--|------------|-------------------------|
| Begin - Global (8) FA subterm 1, Global (16) FA term | M | August 28 |
| 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 |
| End - Global (8) FA subterm 1 | Sun | October 22 |
| Begin - Global (8) FA subterm 2 | M | October 23 |
| 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 |
| End - Global (8) FA subterm 2, Global (16) FA term ** | Sun | December 17 |
| CHRISTMAS – Offices Closed | | December 25-Jan1 |
| | | |
| Spring 2024 | Day | Date |
| Begin - Global (8) SP subterm 3, Global (16) SP term | M | January 8 |
| 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 |
| End - Global (8) SP subterm 3 | Sun | March 3 |
| Begin - Global (8) SP subterm 4 | M | March 4 |
| 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 |

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

Summer 2024

| | Day | Date |
|--|------------|------------------|
| Begin - Global (8) SU subterm 5, Global (16) SU term | M | May 6 |
| 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 |
| End - Global (8) SU subterm 5 | Sun | June 30 |
| Begin - Global (8) SU subterm 6 | M | July 1 |
| 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 |
| End - Global (8) SU subterm 6, Global (16) SU term ** | Sun | August 25 |

*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.

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