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2021-2022 Graduate Catalog

Introduction

About LBC | Capital

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

Traditional Undergraduate Degrees

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

Accelerated Undergraduate Degrees

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

Capital Seminary and Graduate School

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

History

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

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

September 1933	Eight students were in the first class.
December 1939	Degree of incorporation was granted by the Court of Common Pleas.
September 1944	The Corporation resolved that the name of the school should be Lancaster School of the Bible and School of Theology.
July 1962	The name was changed to Lancaster School of the Bible.
November 1964	The college was approved as an accredited member of the Association for Biblical Higher Education (ABHE), then known as the Accrediting Association of Bible Colleges.

May 1973	Upon provisional approval to grant degrees from the Commonwealth of Pennsylvania's Department of Education, the official designation became Lancaster Bible College.
January 1981	Pennsylvania Department of Education (PDE) granted permanent approval to Lancaster Bible College to award the Bachelor of Science in Bible degree.
November 1982	PDE approved a two-year program for offering the Associate of Science in Bible degree.
December 1982	Middle States Commission on Higher Education (MSCHE) granted accreditation to LBC.
May 1991	Elementary Education program received certification by PDE.
December 1993	Graduates of the Elementary Education program were approved to receive the Bachelor of Science in Education degree.
August 1994	Graduate School launched with PDE approval to award the Master of Arts in Bible and the Master of Arts in Ministry degrees. First classes were held January 1995.
June 1997	Comprehensive self-study and reaffirmation by ABHE and MSCHE.
April 2000	Two additional graduate degrees, the Master of Arts with programs in counseling, and the Master of Education with programs in school counseling were approved.
September 2001	Good Shepherd Chapel was dedicated.
November 2001	Health & Physical Education program received state certification. Graduates of these programs receive dual certification from PDE and ACSI.
November 2003	Peterson Hall completed and occupied.
February 2005	MEd Consulting Resource Teacher program was added. Certification from PDE was approved in Elementary School Counseling, Secondary School Counseling, Reading Specialist and Music Education.
February 2007	MSCHE & ABHE approved the offering of the Bachelor of Science in Bible degree completely online through the degree completion program.
June 2007	Comprehensive self-study and reaffirmation by ABHE and MSCHE.
September 2007	The first two, combined bachelor's/master's programs were offered in professional counseling.
October 2007	Esbensshade Hall, formerly a residence hall, was renovated and repurposed as Esbensshade Enrollment Management Center.
March 2009	MSCHE & ABHE approved the offering of the Concentrated Bible Course Certificate completely online.
May 2009	Mental Health Counseling and Marriage & Family Counseling programs were approved to be offered as bachelor's/master's programs.
August 2010	Membership in NCAA Division III approved.
December	LBC received approval from PDE to grant its first doctoral degree, the Doctor of Philosophy in Leadership.

2010

March 2011 Communication was added as an undergraduate major.

September 2011 Married student apartments constructed in 1967 were renovated into Weber Hall.

June 2012 The Commonwealth of Pennsylvania enacted legislation eliminating program approval requirements for some institutions, enabling LBC to add new degree programs at any level.

August 2012 Teague Learning Commons was dedicated, a 40,000 square foot facility housing the Charles and Gloria Jones Library and an array of learning support services.

August 2012 Partnership launched with Philadelphia Center for Urban Theological Studies

January 2013 LBC acquired the academic programs of Capital Bible Seminary and absorbed the students of Washington Bible College, opening a site in Greenbelt, MD.

April 2013 The Trust Performing Arts Center was opened in downtown Lancaster.

August 2013 LBC partnered with OneLife, a gap year program, to offer our one year certificate within the parameters of their on-campus model.

September 2013 Partnership launched with Memphis Center for Urban Theological Studies.

February 2014 ABHE granted approval for PhD Biblical Studies and an additional location in Greenbelt, MD.

September 2014 Business Administration was added as an undergraduate major.

January 2015 Partnership formalized with Compassion International and Pastors Discipleship Network in Uganda.

August 2015 A new Residence Hall was completed mirroring Peterson Hall, constructed in 2003.

March 2016 The Charles Frey Academic Center was completed, a 49,475 square foot academic hub serving as the nerve center for our online efforts, housing six of our seven core academic departments, and providing additional technology and learning space for our undergraduate, masters, and doctoral students.

Fall 2017 Reaffirmation of accreditation by MSCHE

Spring 2018 Reaffirmation of accreditation by ABHE

Dr. Thomas L. Kiedis is the current 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).

LBC | Capital: Mission, Vision, and Core Values

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

Mission

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

Vision

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

Core Values

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

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

Statement of Faith

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

The Scriptures

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

The Godhead

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

Jesus Christ-His Person and His Work

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

The Holy Spirit

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

Humanity

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

Salvation

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

The Church

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

The Future

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

Accreditations, Associations, Approvals and Certifications

Institutional

Lancaster Bible College|Capital Seminary & Graduate School is accredited by the Middle States Commission on Higher Education, 3624 Market Street, Philadelphia, PA 19104. (267-284-5000) www.msche.org. 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, Florida Department of Education; and is approved by the appropriate states to operate at the site in their state: 901 Eden Road, Lancaster, PA 17601; 7852 Walker Drive, Suite 100, Greenbelt, MD 20770; 2400 Yamato Road, Boca Raton, FL 33431; and 2001 W. Lehigh Ave., Philadelphia, PA 19132. The college is approved by the U.S. Department of Justice for the training of non-immigrant international students.

Certifications

Maryland Higher Education Commission (Washington DC location)

Institutional Participant

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

Memberships

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

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

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

Traditional Undergraduate Programs

Accelerated & Online Programs

Seminary & Graduate Programs

Doctoral Programs

Biblical Studies (PhD)

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

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

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

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

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

Curricular Structure

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

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

Curricular Design and Distinct Characteristics

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

Purpose

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

Location Offered

Washington, DC (Greenbelt, MD) Site

Program Director

Dr. Mark R. Meyer

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

Phone: 717.342.7594 | Email: mmeyer@lbc.edu

Faculty

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

Resident Faculty:

Doug Finkbeiner, PhD

Joseph Kim, PhD

Victor Jacobs, PhD

Mark R. Meyer, PhD

John Soden, PhD

Adjunct Faculty:

Michael Anthony, PhD

Debra Johnson-Cortesi, PhD

Jeffrey Tuttle, EdD

Core Competencies

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

Expert Biblical Exegete

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

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

Innovator of Education

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

Researcher Scholar

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

Biblical Studies PhD Program

Name of Program

Doctorate of Philosophy in Biblical Studies

Credential

PhD

Introduction

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 life-engaged learners will join a cohort of peers who will progress together through a prescribed sequence of seminars, develop sustainable habits of scholarly inquiry, and learn to function in a cooperative learning environment.

Through the PhD in Biblical Studies, students will realize a greater mastery of biblical languages, historical backgrounds, theological frameworks, and teaching methods. This 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.

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.

Program Purpose

The Doctor of Philosophy in Biblical Studies program at Lancaster Bible College | Capital Seminary and Graduate School is designed 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.

Additional Information

This program requires a minimum of three and a half years of study and will enable the participant to integrate that study into existing ministry responsibilities. Students who enroll in the degree program will complete 60 hours of academic study consisting of 40 credit hours of core competency seminars in biblical and educational studies (10 courses, 4 hours each) plus 20 credit hours of focused, research-related study including qualifying exams and the completion of the dissertation.

Seminars consist of 14 weeks of coursework. This is typically comprised of seven weeks of online learning, one week of face-to-face engagement in on-campus seminar work (24 face-to-face hours per seminar), and six more weeks of online learning. In each course, students pursue lines of inquiry in course assignments that are related to both the seminar topic and individual student research interests. The goal of the seminars is for students to explore the subject matter at a doctoral level in order to inform and equip the student for research in that area. Research papers will involve the study of primary sources to deepen one's understanding of Scripture.

During the first half of the course, prior to the on-campus research seminar, students are required to complete readings and research corresponding to the educational objectives of that seminar. Specific assignments are found in the course syllabus available through the program web site. Online sessions include instructional methods that engage the learner, such as discussion, presentations, and interactions with precedent literature.

Face-to-face research seminars, also called "residencies," are conducted on campus. The residencies are designed to engage students in critical reflection and dialogue. Each research seminar consists of 24 hours of classroom instruction. The research seminar is built upon the foundational research component completed prior to coming to campus and is also preparatory for the advanced research component following the on-campus seminar. Students are physically on campus for the seminars three times per year. Seminar dates are posted well in advance and are rarely changed. Seminars are three days in length, scheduled from 8 AM to 5:30 PM. The first seminar begins on Monday morning and continues to Wednesday evening. The second seminar begins Thursday morning and continues to Saturday evening.

During the second half of the course, following the on-campus research seminar, students are required to complete readings and research corresponding to the educational objectives of that seminar. Specific assignments are found in the course syllabus.

Program Description

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During the second half of the course, following the on-campus research seminar, students are required to complete readings and research corresponding to the educational objectives of that seminar. Specific assignments are found in the course syllabus.

Program Requirements

Content Seminars (40 credits)

Content seminars engage the student in the study and analysis of the pivotal topics in biblical backgrounds, exegesis, hermeneutics and

theology, exposition, and pedagogical and androgical communication skills. Students learn both the skill of biblical research and the skill of teaching adults in the blended and online environments.

Research Language Courses (0 credits)

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

Qualifying Exams (0 credits)

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

Dissertation Series (20 credits)

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

Locations offered

Washington, DC (Greenbelt, MD) with 2 classes in Lancaster

Program Director

Dr. Mark R. Meyer
 PhD, The Catholic University of America, Semitic Languages and Literature
 MA, The Catholic University of America, Hebrew and Aramaic
 MDiv, Capital Bible Seminary, Biblical Studies
 MS, The Johns Hopkins University, Electrical Engineering
 BS, North Carolina State University, Electrical Engineering

Dr. Mark Meyer serves as the Director of the PhD in Biblical Studies program. Dr. Meyer initially served the Lord in the field of engineering prior to his call to full-time Christian ministry. After earning his BS in Electrical Engineering from North Carolina State University, he went on to complete the MS in Electrical Engineering at Johns Hopkins University while also pursuing the MDiv degree at Capital Bible Seminary. During his time working as an engineer for the Applied Physics Laboratory of Johns Hopkins University, he completed the MA and PhD in Semitic Languages and Literatures at Catholic University. Dr. Meyer also completed studies in Israel with Jerusalem University College, focusing on the historical and geographical settings of the Bible and the life and times of Jesus. He is the author of *A Comparative Dialectical Study of Genitive Constructions in Aramaic Translations of Exodus*, and he recently translated the book of Exodus from the Syriac Peshitta into English for The Antioch Bible Set.

In addition to serving as the director, Dr. Meyer teaches a number of courses in the program. He first began teaching seminary courses in 1993. His area of expertise is the biblical languages and the languages of the Ancient Near Eastern cultures which surrounded the nation of Israel during both the Old and New Testament periods. In addition to his facility with Hebrew, Aramaic, and Greek, Dr. Meyer is conversant in Akkadian, Ugaritic, and Syriac. With this unique skill set, Dr. Meyer brings the ancient world of the Bible to life for students in courses like BIB903 OT Backgrounds, BIB905 OT Exegesis, and BIB911 New Testament Use of the Old Testament. Additionally, he teaches BIB901 Advanced Biblical Research & Writing and BIB907 Reading French. Dr. Meyer is passionate about equipping students with even greater ministry and teaching skills as they pursue a deeper understanding of the Word of God through the study of the original languages, cultures, and literatures that serve as the foundations of Scripture. Dr. Meyer's door is always open to his students, and his ready words of encouragement always point them to the Lord.

Dr. Meyer is married to his college sweetheart, Karen. While he is passionate about teaching seminary students, he and Karen also have a great love for the local church and especially for international congregations. They have served side by side in a wide variety of these ministries from the time they first met in college, beginning with their ministry with the InterVarsity Christian Fellowship of North Carolina State University. An ordained minister since 1993, Dr. Meyer has also served as the English Pastor for Korean and Chinese congregations and as a pastor and elder in other churches. He currently preaches and teaches in a number of local churches, including Hengtong Church in Baltimore and The Light of Life, a Chinese congregation which meets in the chapel of Johns Hopkins Hospital. Dr. Meyer and his wife reside in Columbia, Maryland.

Faculty List (Name, Degree)

Resident Faculty:

Doug Finkbeiner, PhD
Joseph Kim, PhD
Mark R. Meyer, PhD
Timothy Nicholls, PhD
John Soden, PhD

Adjunct Faculty:

Michael Anthony, PhD

Debra Johnson-Cortesi, PhD
Jeffrey Tuttle, EdD

Program 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.

Biblical Studies PhD Curricular Structure/Degree Requirements

Brief Overview of Program Competencies

The PhD in Biblical Studies seeks to develop three core competencies in the student. These include Expert Biblical Exegete, Innovator of Education, and Research Scholar.

Competencies & Credits for Each

Competency	Credits
Expert Biblical Exegete	32
Innovator of Education	8
Research Scholar	20
Total Required Credit Hours	60

Competency 1

Competency 1 Expert Biblical Exegete

- This core competency will deepen and sharpen the student’s 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 the exegetical skills needed to effectively discern the teaching of Scripture for the sake of communicating biblical truth to others.

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

Competency 2

Competency 2 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 the ability to train others to effectively use the same tools and techniques.

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

Competency 3

Competency 3 Research 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 research scholar and author. 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, which is often employed in the field of education. All students will take a Biblical Research and Writing Course at the beginning of the program. Students pursuing the biblical instruction dissertation option will also take Empirical Research & Statistics.
- **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 principles established in this foundational course feed directly into the educational competency as they model the teaching methods from the pedagogical courses.
- **Mentored Research:** All students are assigned an advisor who will assist them in honing the skill of research during the dissertation writing process. 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: 1) Reading & Proposal, 2) Chapters 1-2, 3) Dissertation Completion, and 4) 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 the research approach, and writing the dissertation. This core competency 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.

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

Application, Admission, Retention, and Graduation

Admission Requirements

Application Protocols – General Information

Applicants for the PhD in Biblical Studies program should begin the application process early in order to allow for as much lead time as possible. Some application requirements, such as completing standardized testing and having transcripts sent from other institutions, involve time delays. Applicants who begin early will have a greater chance of completing all of the application steps in time to be considered for admission to the program. Preferred applicants will be those engaged in a teaching or ministry role or those applicants who show exceptional promise for such a role in the future.

Only fully completed application files will be reviewed. This is because a partially completed application does not always give an accurate picture of a student’s ability to successfully perform doctoral level work. For example, applicants with borderline grade point averages (GPA) may have significant successful ministry experience. Such an applicant would be evaluated on the basis of both achievements, rather than just the GPA. This comprehensive evaluation might result in the student’s admission to the program. Applicants should not assume that a shortcoming in one admission criteria automatically disqualifies them from admission. In reality, significant achievements in other admission criteria may accommodate a shortcoming in another area.

Prerequisites to Program Application

- General Degree Prerequisites

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 the master's level. Applicants who have not completed course work in biblical, theological, and ministry studies, including biblical Hebrew and biblical Greek, may be required to successfully complete "leveling" work to equip them for the biblical and theological components of the program.

- Degree Leveling

Students who are deficient in meeting the above requirements must take additional coursework to attain equivalency. This process is called "leveling." Several options for leveling academic deficiencies are available to students. You should discuss deficiencies with the Program Director of the PhD in Biblical Studies. Equivalency options through the completion of additional approved academic courses include: campus-based courses; web-based courses; taking courses at a Capital Seminary and Graduate School extension site; and completing academic courses at another accredited institution.

The method and timeline for the completion of leveling requirements will be determined by the Program Director. If leveling coursework is completed at an institution other than LBC | Capital, the student will submit official transcripts to be retained on file by the registrar's office.

- Grade Point Averages

The minimum cumulative grade point average (GPA) for admission to this doctoral program is equivalent to the letter grade "B," 3.0 on a 4.0 scale. Cumulative GPAs below a "B" usually disqualify an applicant for admission to doctoral research studies at LBC|Capital. However, students with a lower GPA who have significant qualifications in other areas may appeal to the Program Director regarding this requirement. Students with a GPA under 3.0 may choose to take the Graduate Record Exam (GRE) or Miller Analogies Test (MAT) and submit their score with the application. A high score on the GRE or MAT will be taken into consideration in the application process for students who do not meet the minimum GPA requirement.

- English Language Requirement

Applicants whose first language is not English must attain a minimum test score of 100 on the internet-based Test of English as a Foreign Language (TOEFL) test. Alternatively, with the approval of the Director of the PhD in Biblical Studies program, students may provide an equivalent demonstration of the ability to read, write, and conduct academic research in Standard English.

Application Process

Steps to Apply

1. Complete the Application Form (Appendix A) and submit it along with the \$40 non-refundable application fee. Applicants must submit with the application a personal testimony of faith in Jesus Christ, describing their personal spiritual journey.
2. Submit Additional Documents
 - Official transcripts from all post-secondary schools attended
 - Three "Recommendation for Admission" forms (Appendix B; two academic, one pastor)
3. Complete Standardized Testing, if necessary
 - Optional: Submit official test scores for the GRE or MAT for consideration in cases of low GPA (see Handbook section 1.2.3)

- Applicants whose first language is not English must also submit scores for the Test of English as a Foreign Language (TOEFL).4. Complete interview and submit research sample
- All applicants must participate in an admissions interview.
- Applicants must submit a research paper written at the master's level on a biblical or theological topic.

All items requested on the LBC|Capital application form should be emailed to Capitaloffice@lbc.edu or sent to:

Capital Admissions Office

901 Eden Road

Lancaster PA 17601

Application Deadlines

All application materials must be submitted in full no later than July 15th to be eligible for admission for the next fall semester. Applications initiated or completed after this date may be placed on a waiting list. Applications received after July 15th may be delayed for admission until the next year.

Application Response

Application Evaluation

Once applicant files are completed in full, the PhD Admission Committee evaluates applicant profiles in terms of demonstrated and potential ability to complete doctoral studies and doctoral level research successfully. Applicants will be notified of the admissions decision within four weeks of the submission of all application materials.

Five decisions are possible. The Committee makes a consensus admission decision on applicants using the following scale.

1. Full Acceptance: The student is fully accepted with no deficiencies or leveling requirements.
2. Accepted with Deficiencies: The student is accepted into the program with admissions deficiencies identified.
3. Accepted on Review Status: The student is admitted pending further review. This may be because a part of the student'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.
4. Delay: The student may receive an application delay. This may be due to the program being full, a change in the student's life situation, or an event preventing the student from attending the first program session. Delayed status students will not have to reapply to the program but must pay the program down payment fee.
5. Declined: The student who is declined will be notified by mail or email. Specific reasons for the decline are not provided.

Advanced Standing

Applicants with a ThM degree may apply for Advanced Standing. Students who are admitted and approved for Advanced Standing may be exempted from up to three courses. The exact number and type of courses for exemption are selected by the Program Director based on the specific details of the student's educational background. For some students, it may be possible to complete the program with 48 hours of coursework instead of the standard 60 hours.

Graduation

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

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

Graduation Requirements

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

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

Admission Criteria

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

1. Completion of full Application Process.
2. Preferred applicants will be those engaged in a teaching or ministry role or those applicants who show exceptional promise for such a role in the future.
3. Applicants must hold an earned and accredited Master's degree in an appropriate and related field, with coursework equivalent to either an MDiv or a master's degree with a thesis. Students who have other Master's degrees may appeal this requirement to the Dean of the Seminary.

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

Application Process

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

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

This vitae should include in the following order:

 - A brief description of your previous academic studies
 - A brief description of your rationale and goals for pursuing research doctoral studies
 - A brief description of areas of research you might be interested in exploring during your doctoral studies
 - A list of writings you have published, if any
 - A detailed description of your current occupational responsibilities
 - Identify and explain the ministries in which you are currently are engaged. Provide a detailed listing of previous ministry experiences indicating the significant tasks and leadership responsibilities, if any.
5. **Pay the \$40 non-refundable application fee.**

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

6. Interview and Field Essay.

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

PhD in Leadership

PhD Leadership

Name of Program

PhD in Leadership

Credential

PhD

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.

Location

Lancaster; Online

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
Ron Belsterling, PhD
Michael Anthony, PhD
Rodney Cooper, PhD

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.

Competencies	Credits
Orientation Seminar	0
Servant Leader	8
Leader-Teacher	8
Organizational Leader	8
Change Agent	8
Researcher-Scholar	28
Program total	60

Competency 1 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.

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

Competency-2-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.

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

Competency 3 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.

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

Competency 4 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.

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

Competency 5 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.

LSP 901	Empirical Research I: Critical Inquiry and Research Design	4
LSP 908	Empirical Research II: Research Problem and Literature Review	4
LSP 910	Empirical Research III: Prospectus and Instrument Development	4

LSP 912	Comprehensive Exams	0
LSP 913	Prospectus: Chapters 1-3	4
LSP 914	Dissertation	12

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 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.

Advanced Standing

Doctoral studies from another academic institution are not normally transferable to the Capital research doctoral program. Exceptions will be determined by the Director of PhD in Leadership.

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.

Ministry (DMin)

Doctor of Ministry

Name of Program: Doctor of Ministry

Credential: D. Min.

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 at Capital Seminary and Graduate School provides academic coursework in several concentration areas and adds the elements of practical research and application. The delivery of the program does not require full-time residency for students. Through blended learning, ministry professionals are able to pursue intensive advanced study while remaining employed on a full-time basis in their vocational settings. Generally, the degree serves people who have earned the MDiv degree, are ordained, and are currently serving as associate or senior pastors, or as executives of church-related or other Christian institutions.

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 10-14 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. On campus interactions involve open dialogue in face-to-face seminar sessions led by nationally renowned and published faculty members.

Additional Information

Seminar Format

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

- Pre-Seminar Component (typically, 6 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 vary by concentration) 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.

Locations offered

Lancaster-Blended

Program Director

Robert Reyes, Ph.D., CFLE

Dr. Robert Reyes is originally from San Juan, Puerto Rico. He comes to us from Messiah University where he served since 2012 as professor of human development and family Science. From 2007 to 2012 he served as research director for the Center for Intercultural Teaching and Learning (CITL) and professor of sociology at Goshen College (Goshen, Indiana). Before moving to Indiana in 2007, he served for 11 years at Messiah University as assistant and associate professor of human development and family science and director of the Latino Partnership program.

The aim of CITL was to understand and disseminate findings on the nature and/or process of intercultural education for Latino students. At CITL, Dr. Reyes was instrumental in the development of the Center's post-doctoral research fellowship program as well as the development of a demographic/educational study of Latino students in North Central Indiana.

Dr. Reyes earned a Ph.D. in marriage and family studies (1995) and Master of Divinity in marriage and family (1992) from Fuller Seminary. He is a Certified Family Life Educator and clinical fellow of the American Association of Marriage and Family Therapy. While at Fuller Seminary, Dr. Reyes was part of the Navy chaplains candidate program and volunteer as an assistant pastor for a Salvadorian group in Burbank, CA.

His research interests include the study of acculturative stress and coping among Latino families and the study of racial reconciliation. In studying racial reconciliation, the development of effective leadership strategies in the growth of urban multicultural/multiracial churches.

His wife Audrey is a Registered Dietitian and works as a clinical dietitian at West Shore Hospital in Enola, PA. They are also the proud parents of three wonderful children: Kelsey (22), Lyndsey (21) and Daniel (18). For fun he enjoys swimming, scuba diving, listening to audio books and traveling with his family.

Faculty List

E. Penny Clawson, EdD

Debra Johnson-Cortesi, PhD

Kevin Gushiken, PhD

Michael Anthony, PhD

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 the field of 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.

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

Competencies	Credits
Program Orientation	0
Advanced Ministry Concentration Seminars	16
Contextual Ministry Praxis Seminar	4
Applied Research Seminar	4
Mentored Research Design	4
Applied Research Dissertation	6
Program Total	34

Core Values

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

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

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.

Competency 1

Advanced Ministry Concentration

The student will gain the ability to think and execute skillfully in a selected field of ministry study. Concentrations include Chaplaincy Studies, Strategic Leadership and Formational Leadership.

MIN 810	Nature of the Chaplaincy	4
MIN 811	Marriage and Family Issues	4
MIN 812	Addiction Counseling and Care	4
MIN 813	Pastoral Care and Counseling in Grief, Loss and Crisis	4
MIN 840	The Leader as Communicator and Vision-Caster	4
MIN 841	Authentic, Transformational, and Servant Leadership	4
MIN 842	Innovation and Change	4
MIN 843	Strategic Initiatives and Partnerships	4
MIN 844	Formational Leadership in the Digital Age	4
MIN 845	The Spiritually Formed Leader	4
MIN 846	Ministry Leadership in an Interconnected World	4
MIN 847	Leadership Experiences, Soul Care, and the 21st Century Leader	4

Competency 2

Contextualization 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.

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

Competency 3

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.

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

Concentrations

Concentration 2

Strategic Leadership Concentration

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

MIN 813	Pastoral Care and Counseling in Grief, Loss and Crisis	4
MIN 842	Innovation and Change	4
MIN 843	Strategic Initiatives and Partnerships	4
MIN 844	Formational Leadership in the Digital Age	4
MIN 850	Contextual Ministry Praxis Seminar	4
MIN 851	Applied Research Seminar	4
MIN 890	Mentored Research Design	4
MIN 891	Applied Research Dissertation	6

Application, Admission, Retention, and Graduation

Admission Requirements

Admissions Requirements

Applicants must have:

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

Application Process

Admissions Process

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

- Complete the DMin Application
- Pay \$40 non-refundable application fee. (Checks made payable and mailed to “Capital Seminary & Graduate School”; or call the Business Office to make credit card payment)
- Submit additional documents:
 - o Official transcripts from all degree granting post-secondary schools attended
 - o Two Recommendations for Admissions forms (one academic, one pastoral)
 - o Personal Testimony
 - o A 15-page graded research paper written at the master’s level
- Complete Standardized Testing:
 - o Applicants must take and submit official test scores for the GRE (Graduate Record Exam) or the MAT (Miller Analogies Test). Test scores may not be more than five years old.
 - o Applicants whose first language is not English must also submit scores for the Test of English as a Foreign Language exam (TEOFL).
- Complete an Interview
 - o Students are required to complete an in-person or Zoom interview.

Application Response

Application Deadlines and Admission Evaluation

In order for an applicant to be considered for participation in a DMin cohort, all application requirements should be completed 90 day 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 \$500 deposit to hold a position in the cohort. Prospective students who fail to respond within 30 days automatically forfeit the offering of admission.

Doctor of Ministry students are automatically enrolled in upcoming seminars by Adult Learner Services, 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 three years of their cohort's start date will be charged an administrative continuation fee of \$1000 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 is part-time for a semester(s), the program director will determine when continuation fees will be charged to the student. 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 by May 1st in order to graduate Spring semester, or December 1st in order to graduate Fall semester. Incomplete submissions may delay graduation to the following semester.

Cap and Gown

The program tuition price automatically includes the cost of rented regalia appropriate for the acquired degree. Information on how to be measured for the cap and gown will be sent to graduates early in the semester of graduation.

As a gift from the LBC|Capital, Doctor of Ministry graduates are welcome to keep their own cap, tassel, and hood. Graduates may purchase their own gown at a later date through the office of the Provost.

Commencement

Doctor of Ministry graduates are expected 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. DMin graduates may have the opportunity to select a graduation location based on what ceremonies are scheduled at the time of their program completion.

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 six days, three times in the first academic year only, in October, March, and July. Between these sessions, students are involved in an internet enhanced learning environment where interactions and assignments occur online.

Cohort Learning Community

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

Internet Enhanced Learning

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

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

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

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

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

Program Director

Dr. Kevin Gushiken

DMin Faculty

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

Resident Faculty:

Michael Badriaki, DMin

E. Penny Clawson, EdD

Guy Higashi, PhD

Richard Rhoads, DMin

Adjunct Faculty:

Wayne Cordeiro, DMin

Krish Kandiah, PhD

Thomas Kiedis, PhD, DMin

John Wheatley, EdD

Core Values

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

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

Core Competencies

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

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

Strategic Leadership Concentration Competencies

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

- Describe strategic leadership as portrayed in the Bible.
- Develop personal leadership knowledge and skills for the current ministry context.
- Generate a set of strategies for leading the current ministry context.
- Formulate an action plan for change within the current ministry context.
- Select a set of initiatives to increase the effectiveness of the leader within a current ministry context.

- Support conclusions identifying truth and discerning deception using critical thinking.
- Compose documents that express logical conclusions with support from scholarly literature gathered through research.

Chaplaincy Students Concentration Competencies

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

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

Formational Leadership Concentration Competencies

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

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

Program Design - DMin

Designed for "Life-Engaged" Learners

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

Cohort Learning Community

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

Internet Enhanced Learning

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

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

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

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

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

Graduation Requirements

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

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

Application & Admissions

Admission Criteria

Applicants must have:

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

Application Process

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

- Complete the Doctor of Ministry Program Application
- Pay \$40 non-refundable application fee. (Checks made payable and mailed to "Lancaster Bible College"; or call the Solution Center to make credit card payment)
- Submit additional documents:
 - Official transcripts from all degree granting post-secondary schools attended
 - Three Recommendation for Admissions forms (one academic, one character, one pastoral)
 - Employer Approval Form
 - Personal Testimony
 - A 15-page graded research paper written at the master's level
- Submit a Personal Vita which includes, in the following order:
 - A brief description of previous academic studies
 - A brief description of rationale and goals for pursuing doctoral studies

- A brief description of the areas of ministry research the applicant might be interested in exploring during doctoral studies
- A list of writings the applicant has had published, if any
- A detailed description of current occupational responsibilities. The applicant should identify and explain any leadership tasks in which he/she is currently engaged
- A detailed listing of previous ministry and/or experiences indicating the significant tasks and leadership responsibilities, if any
- Complete Standardized Testing:
 - Applicants must take and submit official test scores for the GRE (Graduate Record Exam) or the MAT (Miller Analogies Test). Test scores may not be more than five years old.
 - Applicants whose first language is not English must also submit scores for the TOEFL (Test of English as a Foreign Language).
- Complete an Interview
 - Students are required to come to campus for an admissions interview.

Application Response

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

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

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

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

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

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

Ministry (DMin)-FTSA

FTSA Doctor-of-Ministry

Name of Program: Doctor of Ministry

Credential: D. Min.

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 at Capital Seminary and Graduate School provides academic coursework in several concentration areas and adds the elements of practical research and application. The delivery of the program does not require full-time residency for students. Through blended learning, ministry professionals are able to pursue intensive advanced study while remaining employed on a full-time basis in their vocational settings. Generally, the degree serves people who have earned the MDiv degree, are ordained, and are currently serving as associate or senior pastors, or as executives of church-related or other Christian institutions.

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 9-11 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. On campus interactions involve open dialogue in face-to-face seminar sessions led by nationally renowned and published faculty members.

Program Director

Dr. Kevin Gushiken serves as Assistant Professor of 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.

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. Concentrations include Applied Biblical Languages, Chaplaincy Studies, Ministry Care and Counseling, Preaching and Teaching, and 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

Competencies	Credits
Program Orientation	
Advanced Ministry Concentration Seminars	
Contextual Ministry Praxis Seminar	
Applied Research Seminar	
Mentored Research Design	
Applied Research Dissertation	
Program Total	

Core Values

Competency 1

MIN 810	Nature of the Chaplaincy	4
MIN 811BR	Casamento e Questões Familiares	4
MIN 812	Addiction Counseling and Care	4
MIN 813	Pastoral Care and Counseling in Grief, Loss and Crisis	4
MIN 840	The Leader as Communicator and Vision-Caster	4
MIN 841	Authentic, Transformational, and Servant Leadership	4
MIN 842BR	Inovação e Mudança	4
MIN 843BR	Iniciativas e Parcerias Estratégicas	4
MIN 844	Liderança Formativa na Era Digital	4
MIN 845	The Spiritually Formed Leader	4
MIN 846	Ministry Leadership in an Interconnected World	4
MIN 847	Leadership Expressions, Soul Care, and the 21st Century Leader	4

Competency 2

MIN 850BR	Seminário de Práxis Contextual de Ministério	4
MIN 851BR	Seminário de Pesquisa Aplicada	4

Competency 3

MIN 890BR	Pesquisa Orientada 1	4
MIN 891BR	Pesquisa Orientada 2	4

FTSA Application, Admission, Retention, and Graduation

Admission Requirements

Admissions Requirements

Application Process

Admissions Process

Application Response

Application Deadlines and Admission Evaluation

Retention

Continuation Fees and Statute of Limitations

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.

FTSA DMin Program Design

Program Director

Dr. Kevin Gushiken

DMin Faculty

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

Resident Faculty:

Michael Badriaki, DMin

E. Penny Clawson, EdD

Guy Higashi, PhD

Richard Rhoads, DMin

Adjunct Faculty:

Wayne Cordeiro, DMin

Krish Kandiah, PhD

Thomas Kiedis, PhD, DMin

John Wheatley, EdD

Core Values

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

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

Core Competencies

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

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

Strategic Leadership Concentration Competencies

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

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

Chaplaincy Students Concentration Competencies

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

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

Formational Leadership Concentration Competencies

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

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

Program Design - DMin

Designed for "Life-Engaged" Learners

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

Cohort Learning Community

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

Internet Enhanced Learning

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

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

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

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

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

Graduation Requirements

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

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

Application & Admissions

Admission Criteria

Applicants must have:

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

Application Process

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

- Complete the Doctor of Ministry Program Application
- Pay \$40 non-refundable application fee. (Checks made payable and mailed to "Lancaster Bible College"; or call the Solution Center to make credit card payment)
- Submit additional documents:
 - Official transcripts from all degree granting post-secondary schools attended
 - Three Recommendation for Admissions forms (one academic, one character, one pastoral)
 - Employer Approval Form
 - Personal Testimony
 - A 15-page graded research paper written at the master's level
- Submit a Personal Vita which includes, in the following order:
 - A brief description of previous academic studies
 - A brief description of rationale and goals for pursuing doctoral studies
 - A brief description of the areas of ministry research the applicant might be interested in exploring during doctoral studies
 - A list of writings the applicant has had published, if any
 - A detailed description of current occupational responsibilities. The applicant should identify and explain any leadership tasks in which he/she is currently engaged
 - A detailed listing of previous ministry and/or experiences indicating the significant tasks and leadership responsibilities, if any
- Complete Standardized Testing:
 - Applicants must take and submit official test scores for the GRE (Graduate Record Exam) or the MAT (Miller Analogies Test). Test scores may not be more than five years old.
 - Applicants whose first language is not English must also submit scores for the TOEFL (Test of English as a Foreign Language).
- Complete an Interview
 - Students are required to come to campus for an admissions interview.

Application Response

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

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

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

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

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

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

Seminary Programs

Biblical Studies (MABS)

Master of Arts in Biblical Studies

Name of Program

Master of Arts in Biblical Studies

Credential

MABS

Introduction

The program is delivered in a blended, accelerated model that allows life-engaged adult learners to complete an advanced degree without uprooting life at home and work. Students participate in a learning community that blends online education with in-class residencies. A typical course is 7 weeks in length and two days of residency.

Program Purpose

This program is designed to provide you with the opportunity to pursue an integrated program of study in Bible and theology. In this program, you'll gain understanding of and appreciation for deeper biblical truths that will transform your mind. We focus on the head, heart, and hands of students preparing for a leadership role in multiple ministry contexts.

Program Philosophy

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.

Educational Philosophy

- 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 adults grow more effectively in nurturing communities. Therefore, the graduate student is viewed as a self-directed learner and adult learning methods are emphasized, making the classroom environment an educational workshop that emphasizes interactive methods which utilize the professor's and students' unique gifts and life experience.
- We believe in life-long education. Therefore, courses emphasize critical thinking skills that relate to all of life and ministry, and provide the practical research skills for maintaining continuing education in Christian ministry beyond a formal degree program.

Locations offered

Lancaster, Washington, D.C.

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 List

Dan Carver, PhD

Mark Farnham, PhD

Gordon Gregory, ThD

Samuel Harbin, DMin

Albin Huss, PhD

Victor Jacobs, PhD

Joseph Kim, PhD

Mark Meyer, PhD

Tim Nicholls, PhD

Tony Shetter, PhD

John Soden, PhD

Program Core Competencies

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

MABS Curricular Structure/Degree Requirements

Competencies and Credits for Each

Competencies	Credits
• Biblical and Theological Studies	12
• Ministry Praxis	6
• Biblical Languages	12
• Concentration courses	12
• Open Electives	6
Program Total	48

Competency 1

- A foundational knowledge of the narrative, content, and interpretation of the Bible for the purposes of the development of a biblical worldview.

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

Competency 2

- The skill sets necessary in effectively communicating the Scriptures.

MIN 504	Communicating Biblical Truth	3
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Competency 3

- The skills necessary in the process of personal spiritual formation and discipleship of others.

MIN 509	Spiritual Formation & Discipleship	3
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Competency 4

- The character and competencies necessary to be an authentic servant leader.

MIN 509	Spiritual Formation & Discipleship	3
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Competency 5

- The skills necessary to study the Bible using the tools of biblical interpretation and language study.

BIB 510	Hebrew for Ministry I	3
BIB 511	Hebrew for Ministry II	3
BIB 515	Greek for Ministry I	3
BIB 516	Greek for Ministry II	3
BIB 530	Selected Topics in the Gospels	3
BIB 531	Selected Topics in New Testament Epistles	3
BIB 535	Introduction to Biblical Preaching	3
BIB 540	The Land of Israel	3
BIB 541	Biblical Archaeology	3
BIB 551	Applied Hermeneutics: Interpretation of Narrative	3
BIB 553	Applied Hermeneutics: Prophecy	3
BIB 561	Seminar in Hebrew Exegesis	3
BIB 562	Seminar in Greek Exegesis	3
BIB 563	The Use of the Old Testament in the New Testament	3

Competency 6

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

BTC 563	Biblical Interpretation	3
BIB 510	Hebrew for Ministry I	3
BIB 511	Hebrew for Ministry II	3
BIB 515	Greek for Ministry I	3
BIB 516	Greek for Ministry II	3
BIB 551	Applied Hermeneutics: Interpretation of Narrative	3
BIB 553	Applied Hermeneutics: Prophecy	3

Concentrations

Bible Exposition Concentration

Bible Exposition

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

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

BIB 535	Introduction to Biblical Preaching	3
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Bible Exposition Electives:

BIB 531 Selected Topics in NT Epistles: Pastoral Epistles

BIB 551 Applied Hermeneutics: Interpretation of Narrative

BIB 563 The Use of the Old Testament in the New Testament

Christian Apologetics Concentration

Christian Apologetics

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

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

Christian Apologetics Electives:

APO 510 Philosophy for Apologetics

APO 515 Old Testament in Apologetics

Theology Concentration

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. Anecdotally, we have received numerous requests from current students who desire such a theological focus in either their MABS or MDiv studies.

THE THE517	Theological Method	3
THE THE518	History of Christian Doctrine	3

Theology Concentration Electives:

THE 510 Old Testament Theology
 THE 511 New Testament Theology
 THE 520 Selected Topics in Systematic Theology
 THE 531 Theological Classics

Application, Admission, Retention, and Graduation

Admission Requirements

Individuals seeking admission to Capital Seminary programming in the Master of Divinity, Master of Arts in Ministry, Master of Arts in Biblical Studies, Master of Arts in Christian Care and the Master of Arts in Formational Leadership must complete the following application steps. Decisions for admission to these programs are made using each application piece listed as criteria.

Application Process

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

1. Application Form: Complete the online application and submit the \$40 application fee. Once your application has been received, you will be contacted by an Admissions Representative who will guide you through the application process.
2. Autobiographical Essay: Write an autobiographical essay. Guidelines for the essay are found here or from Adult Learner Services (717-560-8282). This essay is designed to provide applicable life content as well as demonstrate the applicant's writing ability. Applicants will be evaluated on: confirmation of acceptance of Christ as personal Savior, developments in spiritual growth, statement of ministry goals, and rationale for desiring a master's degree. This autobiography has specific guidelines (please follow link above) and is designed for assessing the above content as well as writing ability.
3. References: Ask two people who are qualified to evaluate your ministry/work experience and potential, to complete the reference form on your behalf. Reference forms are located online here.
4. Request Official Transcripts: Contact all institutions through which degrees have been awarded to request official transcripts to be sent to Adult Learner Services (717-560-8282). These must be official transcripts sent directly from the degree granting institution(s). There must be a transcript from an accredited institution showing completion of a bachelor's degree with a minimum GPA of 2.50.
5. Computer Proficiency Form: Please complete the online computer proficiency form.
6. TOEFL Score: Non-native speakers of English must submit scores from the Test of English as a Foreign Language (TOEFL). If the applicant has an undergraduate degree from an accredited American college or university, he/she is exempt from the TOEFL requirement. If required, the TOEFL test score must meet the following minimum for admission: paper score 550; computer score 213; or internet score 79. The applicant's skill score in writing will also be considered in the admissions decision.
7. Personal Interview: Following receipt of the above items, a personal interview will be arranged with a faculty member.

Application Response

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

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

Advanced Standing

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

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 seminary or graduate program with a final grade of "C" or higher. They must be no older than 10 years (for biblical language courses) or 15 years (for all other courses). Students can transfer no more than 50% of a degree *from an outside institution*. For specific information or questions, applicants or students must consult the Program Director.

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

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

MABS Faculty

Resident Faculty:

Dan Carver, PhD

G. Gordon Gregory, Jr., DTh

Samuel Harbin, DMin

Albin Huss, PhD

Victor Jacobs, PhD

Joseph A. Kim, ThM

Harold A. Kime, EdD

Mark R. Meyer, PhD

Timothy Nicholls, MA

Tony Shetter, PhD

John M. Soden, PhD

Adjunct Faculty:

Carl E. Sanders II, PhD

Christian Care (MACC)

Master of Arts in Christian Care

Name of Program

Master of Arts Christian Care

Credential

Master of Arts Degree (Christian Care)

NOTE - Dual Degree Option: Students interested in completing the M.A. / M.Div. Christian Care dual degree option adhere to the following policies and procedures:

- During the application and acceptance process, they select the M.A. / M.Div. Christian Care program option.
- Required courses are completed for the M.A. Christian Care program (48 hours with a minimum 2.5 cumulative grade point average).
- An additional ten required courses are completed for the M.Div. Christian Care program (30 hours with a minimum 2.5 cumulative grade point average).
- When academic hours are fulfilled for the M.Div. Christian Care program, a graduation application is submitted to the Registrar's Office.
- Both degrees will be conferred and received during the M.Div. graduation ceremony.

Note: If circumstances prevent a student from completing the M.Div. Christian Care program but they have completed all required course work for the M.A. Christian Care program (48 hours), the student does the following:

- o They complete a Degree Concentration Change Form requesting a change from the M.A. / M.Div. degree option to the M.A. degree option.
- o They submit a graduation application to the Registrar's Office.
- o The M.A. degree will be conferred and received at the time of the student's graduation ceremony.

Introduction

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 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 Philosophy

MACC 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.

MACC Mission

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

Developing the head: We believe that effective ministry to broken individuals in a fallen world will happen best when our students understand people, human needs, ways to care, and biblical/theological truth. To provide for these growth areas, the MACC Program will explore insights from behavioral science, examples from care ministries, ideas from 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 each individual is created by God to become a unique part of His plan for the salvation of the world (Eph. 2:8-10). Therefore, every person possesses a distinct personality, individual talents, and certain spiritual gifts (1 Cor. 12:4-11). They have further been shaped by the life 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).

Locations offered

Online

Program Director

Reverend Philip G. Béna Sr., M.A. is the Program Director of LBC | Capital's Christian Care program. The combination of his academic training in biblical studies, psychology and counseling, along with decades of experience in Christian higher education administration, teaching and church pastoral ministry, allows him to help students understand how to provide competent care to those who need it. Professor Béna remains active in local church pastoral ministry and truly understands the challenges of the modern-day minister. His teaching offers students reliable content and personal mentoring in ministry skill development.

Faculty List (Name, Degree)

Reverend Philip G. Béna Sr., M.A. (MACC Program Director)
 Dr. D. Fredrica Brooks – Davis, Psy.D.
 Dr. Debra Johnson – Cortesi, Ph.D.
 Ms. Joy Hall, M.A.
 Dr. Daniel Hyun, D.Min.
 Chaplain Charles Ross, M.Div., Th.M.
 Chaplain Ron Stimeare, M.S., M.A.
 Reverend David Swan, M.S., M.A.
 Dr. Clifford H. Mack Jr., Ph.D.
 Dr. James Lyons, D.Min.
 Ms. Pamela Cubas, M.A.

Program Core Competencies

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

- A foundational knowledge of the narrative, content, and interpretation of the Bible for the purpose of possessing a biblical worldview.
- The skill set needed for effectively communicating the Bible.
- The means necessary for facilitating personal spiritual formation and the discipleship of others.
- The character and competencies required to be an authentic servant leader.
- An understanding of the Christian Church’s biblical and historic role in providing care for those with life issues.
- The knowledge and skills to apply a biblical worldview in relation to understanding, assessing, and caring for others.
- A practical understanding of the relationship between theology and the behavioral sciences 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.
- The knowledge and skills to authentically practice individual, marriage, family, and group Christian care.
- The skills to envision, design, equip, deploy, and manage Church and Para-Church based care ministries.

MACC Curricular Structure/Degree Requirements

Brief Overview of Program Competencies

1. Biblical/Theological Knowledge and Worldview Development
2. Communication Skills Development
3. Spiritual Formation and Discipleship Training
4. Servant Leadership Mastery
5. Church’s Role in Christian Care Awareness
6. Philosophy of Theology and Behavioral Science
7. Individual, Marriage, Family, and Group Caregiving Skills
8. Training Caregivers Competency

Chart of Competencies & Credits for Each

Competency	Credits
1. Biblical/Theological Knowledge and Worldview Development	12
2. Communication Skills Development	3
3. Spiritual Formation and Discipleship Training	3

4. Servant Leadership Mastery	3
5. Church's Role in Christian Care Awareness	1.5
6. Philosophy of Theology and Behavioral Science	1.5
7. Individual, Marriage, Family, and Group Caregiving Skills	18
8. Training Caregivers Competency	6
Program Total	48

Competency 1

Competency 1: Biblical/Theological Knowledge and Worldview Development

A foundational knowledge of the narrative, content, and interpretation of the Bible for the purpose of possessing a biblical worldview.

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

Competency 2

Competency 2: Communication Skills Development

The skill set needed for effectively communicating the Bible.

MIN 504	Communicating Biblical Truth	3
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Competency 3

Competency 3: Spiritual Formation and Discipleship Training

The means necessary for facilitating personal spiritual formation and the discipleship of others.

MIN 509	Spiritual Formation & Discipleship	3
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Competency 4

Competency 4: Servant Leadership Mastery

The character and competencies required to be an authentic servant leader.

MIN 510	The Leader's Life & Work	3
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Competency 5

Competency 5: Church's Role in Christian Care Awareness

An understanding of the Christian Church's biblical and historic role in providing care for those with life issues.

CHC 505	Foundations for Christian Care	3
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Competency 6

Competency 6: Philosophy of Theology and Behavioral Science

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.

CHC 505	Foundations for Christian Care	3
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Competency 7

Competency 7: Individual, Marriage, Family, and Group Caregiving Skills

The knowledge and skills to authentically practice individual, marriage, family, and group Christian care.

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 590	Christian Care of Individuals and Families Practicum	3

Competency 8

Competency 8: Training Caregivers Competency

The skills to envision, design, equip, deploy, and manage Church and Para-Church based care ministries.

NOTE: Interested and qualified students can request and arrange with the Program Director to take two units of Clinical Pastoral Education (CPE Unit Training) in preparation for chaplaincy ministry in place of the standard Christian Care practicum courses.

CHC 525	Training Christian Care Givers	3
CHC 595	Training Christian Care Givers Practicum	3

Application, Admission, Retention, and Graduation

Admission Requirements

Individuals seeking admission to the MACC Program must complete the following application process. Decisions for admission are made using criteria described in each application step listed below.

Application Process

Individuals seeking admission to Capital Seminary programing in the Master of Divinity, Master of Arts in Ministry, Master of Arts in Biblical Studies, Master of Arts in Christian Care and the Master of Arts in Formational Leadership must complete the following application steps. Decisions for admission to these programs are made using each application piece listed as criteria.

1. Application Form and Fee: Complete the online application and submit the accompanying fee. Once the application and fee are received, the student will be contacted by an Admissions Representative who will guide them through the remaining process.
2. Autobiographical Essay: Write an autobiographical essay. Guidelines for this are provided by Adult Learner Services (717 – 560 – 8282). This essay is designed to provide personal life content while demonstrating the applicants present writing skill. Applicants will be evaluated on things like their confirmation of Christian salvation, evidence of spiritual growth, articulation of ministry goals, and a rationale for desiring a master's degree.
3. Two references: The applicant will acquire individuals qualified to evaluate their experience, ministry service, and personal potential for academic work. These persons will complete an online reference form on behalf of the applicant.
4. Graduate Level Writing Assignment: Write a proctored essay provided by the LBC/Capital Ally Center. The topic will be provided at the time of writing, completed within a specific timeframe, and assessed by the Proctor to evaluate program readiness and support service needs. NOTE: LBC graduates may have this requirement waived by the Proctor based on their previous undergraduate academic work.

5. Request Official Transcripts: Contact all institutions through which degrees have been previously awarded to request that transcripts be sent to Adult Learner Services. These transcripts must be sent directly from the degree granting institution(s). There must be a transcript from an accredited institution showing completion of a bachelor’s degree with a minimum cumulative grade point average (GPA) of 2.5. Prospective students with a minimum GPA between 2.25 and 2.5 can request provisional acceptance. These requests will be evaluated on a case-by-case basis as to whether or not the individual will be granted a one semester opportunity to demonstrate their ability to maintain a minimum GPA of 2.5. Program continuation beyond one semester will require the minimum 2.5 GPA.

6. TOEFL Score: Non-native speakers of English must submit scores from the Test of English as a Foreign Language (TOEFL). If the applicant has an undergraduate degree from an accredited American college or university, he/she is exempt from the TOEFL requirement. If required, the TOEFL test score must meet the following minimum for admission: paper score 550; computer score 213; or internet score 79. The applicant's skill score in writing will also be considered in the admissions decision.

7. Computer Proficiency Form: An online computer proficiency form will be completed.

8. Personal Interview: Following receipt of the above items, a personal interview will be arranged with a faculty member.

Application Response

Applicants will be notified within 3 weeks of the submission of all materials with regards to their acceptance status. One of the five decisions described below are possible.

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

Accepted with Deficiencies: The applicant is accepted with admission’s academic deficiencies identified. The applicant will be informed as to the required steps toward achieving full acceptance.

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

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

Acceptance and Admission Declined: These applicants will be notified in writing regarding this decision.

Advanced Standing

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

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 seminary or graduate program with a final grade of “C” or higher. They must be no older than 10 years (for biblical language courses) or 15 years (for all other courses). Students can transfer no more than 50% of a degree *from an outside institution*. For specific information or questions, applicants or students must consult the Program Director.

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

Graduation

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

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

MACC Faculty

Resident Faculty:

Philp G. Bena, MA, Professor and Program Director

Adjunct and Visiting Faculty:

Deborah Johnson-Cortesi, PhD

David W. Swan, Jr. MA

D. Fredrica Brooks-Davis, PsyD

T. Cedric Brown, DMin

Charles Ross, ThM

Daniel Hyun, DMin

Contextualized Pastoral Ministry (MACPM)

Contextualized Pastoral Ministry

Name of Program

Master of Art in Contextualized Pastoral Ministry

Credential

Master of Arts

Introduction

Lancaster Bible College | Capital Seminary and Graduate School, in partnership with the Pastors Discipleship Network in Uganda, offers an online M.A. for African pastors and church leaders. This 40-credit degree includes training in Bible and theology, ministry application, and African contextualization.

Program Purpose

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 Philosophy

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.

Highlights of the Program include:

- This degree is designed specifically with African pastors and church leaders in mind.
- This program is online, allowing for the education of qualified African men and women who are already established in ministry and life.
- The online aspect offers unparalleled flexibility of time and location, allowing the student to study at virtually any time and location.
- On a typical year, students will gather twice at the Pastors Discipleship Network in Uganda for events such as orientation for new students, 3-day residencies, team building exercises, marriage conferences, and commencement.
- Commencement is celebrated at the Pastors Discipleship Network in Uganda.
- This program provides contextualized application for Africa.
- This degree offers African pastors a western educational opportunity which focuses, not on rote memory, but the critical thinking aspects of understanding, analyzing, evaluating, applying, and creating.
- This program follows the cohort model, where every May a new cohort of approximately 22 new students start. Each cohort stays together throughout the entire 2-year program, taking the same classes together.
- This program features accelerated online classes that run for 7 weeks following the pattern of 3 weeks of study, followed by a break week, then another 3 weeks of study.
- The “Train the Trainer” ministry model is emphasized at the program’s various levels. This model calls students to actively share their training with other Christian leaders in their sphere of influence.

Educational Philosophy

Students will be equipped to lead their churches and train other African leaders to do the same through a western educational opportunity which focuses, not on rote memory, but the critical thinking aspects of understanding, analyzing, evaluating, applying, and creating.

Locations offered

Uganda

Program Director

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 Lancaster, PA with their 4 children, Marian, Hayden, Judah, and Josiah.

Faculty List

Rev. Rob Blanks, MDiv (Program Director)
Dr. Brian Pinzer, PhD
Dr. Richmond Wandera, PhD
Dr. Terry Timm, DMin
Mr. Eric Brandt, MA
Dr. Gordon Gregory, PhD
Dr. Tim Brubaker, PhD
Dr. Ron Belsterling, PhD
Dr. Victor Jacobs, PhD
Rev. Russ Ooms, ThM
Dr. Desiree Segura-April, PhD

Program Core Competencies

The Master of Arts Contextualized Pastoral Ministry program will equip students for ministry by developing needed core competencies for church leaders:

- Biblical Understanding and Worldview
- Spiritual Health and Ministry Integrity
- Biblical Communication Skills
- Ministry Leadership Skills
- Ministry Mentoring and Professional Experience
- African Contextual Application

Contextualized MAM Curricular Structure/Degree Requirements

Competencies and Credits for Each

Competencies	Credits
Biblical Understanding and Worldview	12
Spiritual Health and Ministry Integrity	6
Biblical Communication Skills	3
Ministry Leadership Skills	6
Ministry Mentoring and Professional Experience	4
African Contextual Application	9
Program Total	40

Competency 1

Biblical Understanding and Worldview

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

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

Competency 2

Spiritual Health and Ministry Integrity

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

PDN 512	Spiritual Formation and Discipleship	3
PDN 513	Community and Family Systems	3

Competency 3

Biblical Communication Skills

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

PDN 511	Communicating Biblical Truth	3
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Competency 4

Ministry Leadership Skills

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

PDN 514	Holistic Child Development	3
PDN 515	Leader's Life and Work	3

Competency 5

Ministry Mentoring and Professional Experience

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

PDN 523	Field Based Ministry I	2
PDN 524	Field Based Ministry II	2

Competency 6

African Contextual Application

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

PDN 505	Church History and the African Context	3
PDN 521	Issues in African Pastoral Ministry I	3
PDN 522	Issues in African Pastoral Ministry II	3

Application, Admission, Retention, and Graduation

Admission Requirements

Individuals seeking admission to the MACPM Program must complete the current application process through both Lancaster Bible College | Capital Seminary and Graduate School and the Pastors Discipleship Network.

Application Process

- Complete the online Lancaster Bible College | Capital Seminary and Graduate School application
- Complete an Autobiographical Essay
- Provide Two References
- Provide Official Transcripts
- Agree to Lancaster Bible College | Capital Seminary and Graduate School's "Statement of Faith" and "Community Life Standards" statement
- Pass a basic computer proficiency test at the Pastors Discipleship Network
- Pass a basic reading and writing assessment at the Pastors Discipleship Network
- Pass a panel interview at the Pastors Discipleship Network

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

Location Offered

Kampala, Uganda

Formational Leadership (MAFL)

Master of Arts in Formational Leadership

Name of Program

Master of Arts in Formational Leadership

Introduction

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

Program Purpose

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

Locations offered

Lancaster and Online

Program Director

Mr. Aaron Brown

Faculty List

Mr. Aaron Brown, MDiv.
 Dr. Guy Higashi, PhD
 Dr. Wayne Cordeiro, DMin

Paul Levenworth

Program Core Competencies

Core Competency # 1 – Greater Focus on the Self-Care and the Spiritual Journey
 Core Competency # 2 – Ministering in a Global Digital Age

MAFL Curricular Structure/Degree Requirements

Competencies & Credits for Each

Competency	Credits
Greater Focus on the Self-Care and the Spiritual Journey	15
Ministering in a Global Digital Age	15
Global Experiences	0
Program Total	30

Competency 1

Greater Focus on the Self-Care and the Spiritual Journey		
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

Competency 2

Ministering in a Global Digital Age		
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

Competency 3

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

Application, Admission, Retention, and Graduation

Admission Requirements

Application Process

Application Response

Retention

Graduation

Ministry (MAM)

Master of Arts in Ministry

Name of Program

Master of Arts in Ministry

Introduction

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

Program Purpose

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

Educational Philosophy

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

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

Locations offered

Note: Not all concentrations are offered at each site.

Washington, DC

Lancaster, PA

Program Director

Faculty List

James Ayers, PhD
Ron Belsterling, PhD
Kirk Belmon, DMin
Terriel Byrd, PhD
Aaron Brown, MDiv
Rick Chung, DMin
Mark Cote, DMin
Hans Finzel, DMiss
Adam Flynt, DMin
Steve Grusendorf, PhD
Sam Harbin, DMin
Ryan Hartwig, PhD
Deborah Hinkel, MA
Debra Johnson-Cortesi, PhD
Chan Kilgore, MDiv
Tim Koller, MA
Miles Lewis, EdD
Mark McGeever, DMin
Walter McNutt, PhD
Dale Mort, PhD
Randal Pelton, DMin
Brian Pinzer, PhD
Richard Rhoads, DMin
Timothy Sidebothom, PhD
Currie Tilley, EdD
Alex Tufano, MA
Jim Van Yperen, MA
Rodney Wilkinson, MEd
Esther Zimmerman, PhD

Program Core Competencies

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

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

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.

MAM Curricular Structure/Degree Requirements

Biblical and Theological Studies	12 credits
Ministry Praxis	9 credits
Advanced Ministry Praxis	9 credits
Advanced Ministry Praxis Concentration	12 credits
Field Based Experience	6 credits
Program total	48 credits

Competency 1 Biblical and Theological Studies

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

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

Competency 2

Ministry Praxis

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

Competency 3

Advanced Ministry Praxis

MIN 505	Theological Foundations for Ministry	3
MIN 507	Leadership Development & Team Building	3
MIN 508	Organizational Change & Conflict	3

Competency 4

Field Based Experience

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

Ministry Internships

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

Academic Option

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

MIN 590	Ministry Internship	3
MIN 591	Ministry Internship II	3

Concentrations

Concentration 1

Church Planting

The following courses are required to complete the Church Planting concentration (offered in Boca Raton, FL)

CPL 501	Theology, History & Models of Church Planting Movements	3
CPL 502	Exegeting Culture for Church Planting	3
CPL 503	Church Planting Internship I	3
CPL 504	Church Planting I	3
CPL 505	Church Planting II	3
CPL 506	Church Planting Internship II	3

Concentration 2

Formational Children & Family Ministry

The following courses are required to complete the Formational Children and Family Ministry Concentration

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

Concentration 3

Leadership Studies

The following courses are required to complete the Leadership Studies concentration.

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

Concentration 4

Pastoral Studies

The following courses are required to complete the Pastoral Studies concentration.

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
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Concentration 5

Youth & Young Adult Ministry

The following courses are required to complete the Youth & Young Adult Ministry concentration.

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

Application, Admission, Retention, and Graduation

Admission Requirements

Individuals seeking admission to Capital Seminary programing in the Master of Divinity, Master of Arts in Ministry, Master of Arts in Biblical Studies, Master of Arts in Christian Care and the Master of Arts in Formational Leadership must complete the following application steps. Decisions for admission to these programs are made using each application piece listed as criteria.

Academic Advising

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

Application Process

Individuals seeking admission to Capital Seminary programming in the Master of Divinity, Master of Arts in Ministry, Master of Arts in Biblical Studies, Master of Arts in Christian Care and the Master of Arts in Formational Leadership must complete the following application steps. Decisions for admission to these programs are made using each application piece listed as criteria.

1. Application Form: Complete the online application and submit the \$40 application fee. Once your application has been received, you will be contacted by an Admissions Representative who will guide you through the application process.
2. Autobiographical Essay: Write an autobiographical essay, of approximately 1000 words, describing your salvation experience and ministry goals using these instructions.

- * Explain Christ's saving work in your life. Please share the details of your conversion experience, and use scripture to explain your experience.
- * Explain how God has used people and circumstances in your life to grow your faith.
- * Describe your current spiritual disciplines including evangelism, Bible study, prayer and ministry service.
- * Share your current employment situation, your future vocational goals, and why you have chosen to apply to Capital Seminary & Graduate School.
- * In the last 5 years, other than the Bible, what author or book has most influenced your faith? Using APA or MLA to cite your source, please support your response with a quote from the book.

This essay is designed to provide applicable life content as well as demonstrate the applicant's writing ability. Applicants will be evaluated on: confirmation of acceptance of Christ as personal Savior, developments in spiritual growth, statement of ministry goals, and rationale for desiring a master's degree.

3. References: Ask two people who are qualified to evaluate your ministry/work experience and potential, to complete the reference form on your behalf. Reference forms are located online here.
4. Request Official Transcripts: Contact all institutions through which degrees have been awarded to request official transcripts to be sent to Capital Enrollment Management Office (717-560-8297). These must be official transcripts sent directly from the degree granting institution(s). There must be a transcript from an accredited institution showing completion of a bachelor's degree with a minimum GPA of 2.5.
5. TOEFL Score: Non-native speakers of English must submit scores from the Test of English as a Foreign Language (TOEFL). If the applicant has an undergraduate degree from an accredited American college or university, he/she is exempt from the TOEFL requirement. If required, the TOEFL test score must meet the following minimum for admission: paper score 550; computer score 213; or internet score 79. The applicant's skill score in writing will also be considered in the admissions decision.
6. Personal Interview: Following receipt of the above items, a personal interview will be arranged with a faculty member.

Application Response

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

Five decisions are possible.

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

Advanced Standing

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

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 seminary or graduate program with a final grade of "C" or higher. They must be no older than 10 years (for biblical language courses) or 15 years (for all other courses). Students can transfer no more than 50% of a degree *from an outside institution*. For specific information or questions, applicants or students must consult the Program Director.

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

Retention and Program Completion

The maximum length for program completion is five years from the date of admission. An application for an extension may be obtained from Adult Learner Services (717-560-8282). Students not completing their degree or certificate within five years and not receiving an extension will be withdrawn from the program. A Readmission Application may be obtained from Adult Learner Services.

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

Graduation

Graduation Requirements

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

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

Divinity (MDiv)

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

Available concentrations include:

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

Program Competencies

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

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

AND

Master of Arts in Ministry Component

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

OR

Master of Arts Christian Care Component

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

Locations Offered

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

Washington, DC
Lancaster, PA

Master of Divinity

Name of Program

Master of Divinity

Credential

M.Div.

Introduction

The Master of Divinity (M.Div.) program prepares students for a lifetime of effective service to the Church and society in a vocational ministry role. It is a learning journey that integrates biblical, theological, and ministerial studies and helps students develop the wisdom and character needed for the present and future service entrusted to them. The M.Div. degree is the most commonly pursued academic credential for ordination and for acceptance into ministry-related doctoral degree programs like the Doctor of Ministry. Additionally, courses within the program are delivered in a blended and accelerated format that allows life-engaged adult learners to complete an advanced degree without uprooting life at home and work. Students participate in a learning community that blends online education with in-class residencies. A typical course is 7 weeks in length and is comprised of online work and two full days of face-to-face on site learning.

Program Purpose

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

Educational Philosophy

Our educational philosophy guides our approach to teaching and learning, course design, and faculty selection. We believe the Bible provides the philosophical and practical foundations for ministry in any context. Therefore, in every course, classroom content and Scriptural principles are integrated and applied to professional practice. We believe that the character of the leader is crucial for impacting ministry. Therefore, courses seek not only to educate the mind in ministry competencies, but also to nurture the development of biblical character qualities in our students. We believe adults learn more effectively in nurturing communities. Therefore, the graduate student is viewed as a self-directed learner and adult learning methods are emphasized, making the classroom environment an educational workshop that emphasizes interactive methods that utilize the professor and student's unique gifts and life experience. We believe in life-long education. Therefore, courses emphasize critical thinking skills that relate to all of life and ministry, and provide the practical research skills for maintaining continuing education in Christian ministry beyond a formal degree program.

Additional Information

Students who have already completed the 48-credit Master of Arts in Ministry, Master of Arts in Biblical Studies, or Master of Arts in Christian Care degree programs at LBC|Capital can earn an M.Div. degree as well by completing an additional 30 credits for a total of 78 credits. The required courses for completing an M.Div. are determined on the basis of the courses already completed as part of the M.A. program.

Locations

Lancaster and Washington, D.C.

Faculty List

James Ayers, PhD
Philip Bena, MA
Ronald Belsterling, PhD
Kirk Belmont, DMin
Aaron Brown, MDiv
Terriel Byrd, PhD
Mark Cote, DMin
Douglas Curry, DMin
Mark Eckel, PhD
Mark Farnham, PhD
Douglas Finkbeiner, PhD
Hans Finzel, DMiss
Adam Flynt, DMin
Gordon Gregory, Jr., DTh
Samuel Harbin, DMin
Ryan Hartwig, PhD
Deborah Hinkel, MA
Albin Huss, PhD
Victor Jacobs, PhD
Debra Johnson-Cortesi, PhD
Joseph Kim, PhD
Timothy Koller, MA
Miles (Skip) Lewis, EdD
Mark McGeever, DMin
Mark Meyer, PhD
Timothy Nicholls, PhD
Randal Pelton, DMin
Brian Pinzer, PhD
Joshua Rhodes, MA
Timothy Sidebothom, PhD
John Soden, PhD
Currie Tilley, Jr., EdD
Jim Van Yperen, MA
Esther Zimmerman, PhD

Program Core Competencies

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

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

MDiv Curricular Structure/Degree Requirements

Competencies and Credits for Each

Competencies	Credits
Biblical and Theological Studies	12
Ministry Praxis	6
Advanced Biblical and Theological Studies	24
Advanced Ministry Praxis-Concentrations	24
Field-Based Experience	6
Program Total	72

Competency 1

Biblical and Theological Studies

12 credits of biblical and theological studies are required. Some or all of these courses may not be required for those who receive advanced standing into the program.

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

Competency 2

Ministry Praxis

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

Competency 3

Advanced Biblical and Theological Studies

BIB 510, BIB 511, BIB 515, and BIB 516 are required. The remaining 12 credits can be earned by taking 4 Advanced Biblical and Theological elective courses or completing the Bible Exposition, Christian Apologetics, or Theology concentration. Some or all of the language courses may not be required for students entering the program with advanced standing.

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

Competency 4

Advanced Ministry Praxis

MIN 505, MIN 507, MIN 508, and MIN 510 are required. The remaining 12 credits can be earned by taking 4 Advanced Ministry Praxis elective courses or completing the Leadership Studies, Pastoral Studies, Formational Children & Family Ministry, Youth & Young Adult Ministry, or Church Planting concentration.

MIN 505	Theological Foundations for Ministry	3
MIN 507	Leadership Development & Team Building	3
MIN 508	Organizational Change & Conflict	3
MIN 510	The Leader's Life & Work	3

Competency 5

Field-Based Experience

Students can earn up to 6 credits of field-based experience by choosing any two courses listed. BIB 540 and BIB 541 are offered as part of an international Summer trip to Israel.

BIB 540	The Land of Israel	3
BIB 541	Biblical Archaeology	3
MIN 590	Ministry Internship	3
MIN 591	Ministry Internship II	3
MIN 598	Ministry Research Design	3
MIN 599	Ministry Research Project	3

Concentrations

Concentration 1

Apologetics

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

APO 510	Philosophy for Apologetics	3
APO 515	Old Testament in Apologetics	3
APO 540	Christian Apologetics	3
APO 545	New Testament Issues in Apologetics	3

Concentration 2

Bible Exposition

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

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

BIB535 Introduction to Biblical Preaching is required. Students may select from a variety of exiting elective courses to complete the remaining 9 credits, which include courses focused on the hermeneutical process as well as courses focused on exegesis of the Old and New Testaments

BIB 535	Introduction to Biblical Preaching	3
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Concentration 3

Christian Care

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

Concentration 4

Church Planting

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

Concentration 5

Formational Children and Family Ministry

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

Concentration 6

Leadership Studies

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

Concentration 7

Pastoral Studies

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

Concentration 8

Theology

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.

THE THE517	Theological Method	3
THE THE518	History of Christian Doctrine	3

Concentration 9

Youth and Young Adult Ministry

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

Application, Admission, Retention, and Graduation

Admission Requirements

Individuals seeking admission to Capital Seminary programing in the Master of Divinity, Master of Arts in Ministry, Master of Arts in Biblical Studies, Master of Arts in Christian Care and the Master of Arts in Formational Leadership must complete the following application steps. Decisions for admission to these programs are made using each application piece listed as criteria.

Application Process

Individuals seeking admission to Capital Seminary programming in the Master of Divinity, Master of Arts in Ministry, Master of Arts in Biblical Studies, Master of Arts in Christian Care and the Master of Arts in Formational Leadership must complete the following application steps. Decisions for admission to these programs are made using each application piece listed as criteria.

1. Application Form: Complete the online application and submit the \$40 application fee. Once your application has been received, you will be contacted by an Admissions Representative who will guide you through the application process.
2. Autobiographical Essay: Write an autobiographical essay, of approximately 1000 words, describing your salvation experience and ministry goals using these instructions.

- * Explain Christ's saving work in your life. Please share the details of your conversion experience, and use scripture to explain your experience.
- * Explain how God has used people and circumstances in your life to grow your faith.
- * Describe your current spiritual disciplines including evangelism, Bible study, prayer and ministry service.
- * Share your current employment situation, your future vocational goals, and why you have chosen to apply to Capital Seminary & Graduate School.
- * In the last 5 years, other than the Bible, what author or book has most influenced your faith? Using APA or MLA to cite your source, please support your response with a quote from the book.

This essay is designed to provide applicable life content as well as demonstrate the applicant's writing ability. Applicants will be evaluated on: confirmation of acceptance of Christ as personal Savior, developments in spiritual growth, statement of ministry goals, and rationale for desiring a master's degree.

3. References: Ask two people who are qualified to evaluate your ministry/work experience and potential, to complete the reference form on your behalf. Reference forms are located online here.
4. Request Official Transcripts: Contact all institutions through which degrees have been awarded to request official transcripts to be sent to Capital Enrollment Management Office (717-560-8297). These must be official transcripts sent directly from the degree granting institution(s). There must be a transcript from an accredited institution showing completion of a bachelor's degree with a minimum GPA of 2.5.
5. TOEFL Score: Non-native speakers of English must submit scores from the Test of English as a Foreign Language (TOEFL). If the applicant has an undergraduate degree from an accredited American college or university, he/she is exempt from the TOEFL requirement. If required, the TOEFL test score must meet the following minimum for admission: paper score 550; computer score 213; or internet score 79. The applicant's skill score in writing will also be considered in the admissions decision.
6. Personal Interview: Following receipt of the above items, a personal interview will be arranged with a faculty member.

Application Response

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

Five decisions are possible.

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

Advanced Standing

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

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 seminary or graduate program with a final grade of "C" or higher. They must be no older than 10 years (for biblical language courses) or 15 years (for all other courses). Students can transfer no more than 50% of a degree *from an outside institution*. For specific information or questions, applicants or students must consult the Program Director.

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

Graduate Certificates

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

Please see the program curricula here:

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

Graduate Certificate Program Competencies

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

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

Locations Offered

Lancaster, PA

Application and Admission

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

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

Advanced Standing

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

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

Application Response

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

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

Graduate School Programs

Addiction Counseling (MA) - Pennsylvania

Master of Arts in Addiction Counseling

Name of Program

Addiction Counseling

Credential

Master of Arts in Addiction Counseling

Introduction

The Master of Arts in Addiction Counseling program will provide training that will give entry level qualifications for opportunities within addictions counseling, eligibility to apply for state licensure in PA (Licensed Professional Counselor), and professional certification (Certified Advanced Alcohol and Drug Counselor). For this degree, graduates will also be prepared to sit for the National Counselor Examination (NCE). Although not yet accredited through CACREP, the structure and content of the MA in Addiction Counseling program is aligned with the CACREP 2016 Standards.

Program Purpose

The program will provide training that will give entry level qualifications for opportunities in addiction counseling field, eligibility to apply for state licensure in PA (Licensed Professional Counselor), and professional certifications (Certified Advanced Alcohol and Drug Counselor).

Program Philosophy

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.

Educational Philosophy

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

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

5. To provide experiences in which students can transition their knowledge of scholarly publications and foundational, research-based clinical theories into future research endeavors.

Location

Lancaster

Program Director

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

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

Faculty List

Resident Faculty:

Ryan M. Kuehner, Ph.D.
Freeman M. Chakara, PsyD
Judson C. Buckwalter, MA, LPC, ACS
Melissa Boas, MEd
Praveen Rudra, MA

Adjunct and Visiting Faculty:

Arwa Nye, MEd
Daniel Grubb, MA
James Johnson, DMin
Jon Shacklett, MA, LPC, CAADC,ACS
Justin D. Charles, PsyD
Joshua Irvine, MA, LPC
Justin Steele, PsyD
Kimberly Blest, MA, LPC
Olivia Murrin, MA, LPC
Ruth Chang, PsyD
Sean Dougherty, MS, MEd
Shiree Stuart, PsyD

Program Core Competencies

The Master of Arts in Addiction Counseling Program will equip students for the field of counseling by developing:

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.

MAAC-PA Curricular Structure/Degree Requirements

Chart of Competencies and Credits for Each

Competencies	Credits
• Intro to Professional Counseling Core Courses	15
• Professional Core Courses	18
• Advanced Addiction Counseling Courses	9
• Professional Counseling Practice Courses	9
• Electives	9
Program Total	60

Competency 1

Recognize the history, development, legislation, government policy, ethics, and professional identity development of counselors within the context of addiction counseling.

CPS 501	Orientation to Professional Counseling Identity, Function & Ethics	3
CPS 508	Counseling Skills in Helping Relationships	3
CPS 530	Professional Ethics and Legal Issues in Counseling	3
CPS 541	Group Counseling Leadership Skills	3
CPS 572	Counseling Addictions	3

CPS 583	Multicultural Foundations of Counseling	3
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Competency 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.

CPS 508	Counseling Skills in Helping Relationships	3
CPS 515	Counseling Theory and Techniques	3
CPS 531	Psychopathology & Counseling	3
CPS 541	Group Counseling Leadership Skills	3
CPS 572	Counseling Addictions	3
CPS 573	Advanced Addictions Treatment Methods	3
CPS 583	Multicultural Foundations of Counseling	3

Competency 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.

CPS 505	Research and Program Evaluation	3
CPS 508	Counseling Skills in Helping Relationships	3
CPS 508	Counseling Skills in Helping Relationships	3
CPS 510	Human Growth and Development across the Lifespan	3
CPS 514	Psychopharmacology	3
CPS 515	Counseling Theory and Techniques	3
CPS 525	Assessment Techniques in Counseling I	3
CPS 531	Psychopathology & Counseling	3
CPS 572	Counseling Addictions	3
CPS 573	Advanced Addictions Treatment Methods	3
CPS 575	Counseling Children and Adolescents	3
CPS 583	Multicultural Foundations of Counseling	3
CPS 601	Professional CNS Practicum	3
CPS 602	Professional CNS Internship	3
CPS 603	Counseling Internship II	3

Competency 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.

CPS 505	Research and Program Evaluation	3
CPS 508	Counseling Skills in Helping Relationships	3
CPS 510	Human Growth and Development across the Lifespan	3
CPS 515	Counseling Theory and Techniques	3
CPS 541	Group Counseling Leadership Skills	3
CPS 583	Multicultural Foundations of Counseling	3
CPS 601	Professional CNS Practicum	3
CPS 602	Professional CNS Internship	3
CPS 603	Counseling Internship II	3

Competency 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.

CPS 501	Orientation to Professional Counseling Identity, Function & Ethics	3
CPS 505	Research and Program Evaluation	3
CPS 508	Counseling Skills in Helping Relationships	3
CPS 510	Human Growth and Development across the Lifespan	3
CPS 514	Psychopharmacology	3

CPS 515	Counseling Theory and Techniques	3
CPS 525	Assessment Techniques in Counseling I	3
CPS 530	Professional Ethics and Legal Issues in Counseling	3
CPS 531	Psychopathology & Counseling	3
CPS 541	Group Counseling Leadership Skills	3
CPS 572	Counseling Addictions	3
CPS 573	Advanced Addictions Treatment Methods	3
CPS 575	Counseling Children and Adolescents	3
CPS 583	Multicultural Foundations of Counseling	3
CPS 588	Career and Lifestyle Development	3
CPS 601	Professional CNS Practicum	3
CPS 602	Professional CNS Internship	3
CPS 603	Counseling Internship II	3

Competency 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.

CPS 508	Counseling Skills in Helping Relationships	3
CPS 514	Psychopharmacology	3
CPS 515	Counseling Theory and Techniques	3
CPS 531	Psychopathology & Counseling	3
CPS 572	Counseling Addictions	3
CPS 573	Advanced Addictions Treatment Methods	3
CPS 601	Professional CNS Practicum	3
CPS 602	Professional CNS Internship	3
CPS 603	Counseling Internship II	3

Competency 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.

CPS 501	Orientation to Professional Counseling Identity, Function & Ethics	3
CPS 508	Counseling Skills in Helping Relationships	3
CPS 531	Psychopathology & Counseling	3
CPS 583	Multicultural Foundations of Counseling	3
CPS 588	Career and Lifestyle Development	3

Competency 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.

CPS 501	Orientation to Professional Counseling Identity, Function & Ethics	3
CPS 530	Professional Ethics and Legal Issues in Counseling	3
CPS 572	Counseling Addictions	3
CPS 573	Advanced Addictions Treatment Methods	3
CPS 601	Professional CNS Practicum	3
CPS 602	Professional CNS Internship	3
CPS 603	Counseling Internship II	3

Competency 9

Demonstrate understanding regarding the impact of life, gender roles, career, unemployment, under-employment, and changes in socioeconomic standing on marriages, couples, and families.

CPS 514	Psychopharmacology	3
CPS 531	Psychopathology & Counseling	3
CPS 572	Counseling Addictions	3

CPS 573	Advanced Addictions Treatment Methods	3
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Competency 10

Synthesize information and knowledge into practice through supervised counseling experiences.

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

Practicum and Internships

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 (CPS 601)

- May be taken after completing a minimum of 33 graduate credits (Tier 1 & Tier 2 courses) with a minimum GPA of 3.0, completion of the candidacy process, and passing the CPCE exam.
- 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 one-hour appointment with the processor for each VCS to review the recordings.

Professional Counseling Internship I (CPS 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 CPS 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 one-hour appointment with the processor for each VCS to review the recordings.

Professional Counseling Internship II (CPS 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 CPS 601 Practicum and CPS 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 one-hour appointment with the class professor for each VCS to review the recordings.

Application, Admission, Retention, and Graduation

Admission Requirements

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

- Online application form with \$40 application fee.
- Personal statement of spiritual journey and statement of faith
- Two professional references completed online by their applicant's supervisor(s) and their pastor
- Transcript of an accredited Bachelor's degree (and grad. transcripts if seeking transfer credit approval).
- The TOEFL examination is required only if English is not the applicant's native language or if the applicant has not completed a degree program taught in English. TOEFL scores must be from tests administered within two years of the application deadline. If required, their test score must meet the following minimum for admission: Paper Score 550; Computer Score 213; or Internet Score 79. The applicant's skill score in writing will also be considered in the admissions decision. The official TOEFL score report must be sent directly from the Educational Testing Service.
- Individuals seeking admission to the MA program must complete each step of the application process by submitting a complete application by:

Fall Semester Start August 1

Spring Semester Start December 1

Summer Semester Start April 1

Application Process

Admissions Process

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

Interview Phase Part 1 (IP1):

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

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 MA counseling programs.

Application Response

After completion of the Interview Phase 2. The admission committee will communicate their decision to the Office of Adult Learner Services and they will communicate the decision of the committee within 7-15 days. One of the three decisions described below are possible.

Recommended admission without contingencies: The applicant is fully accepted without any noted concerns.

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.

Do not recommend admission: These applicants will be notified in writing regarding this decision.

Advanced Standing

Transfer Credit Policy:

Applicants pursuing a master's degree in the professional counseling program at LBC|Capital may request to transfer a maximum of 18 graduate credits (6 courses) into their master's degree program into which they are applying. To complete the Master of Arts professional counseling programs (Addiction, Clinical Mental Health, Marriage, Couple & Family), a student must have completed 60 credits of graduate coursework. To transfer the graduate courses, the individual grade earned must be at least "B" or higher, and 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.

Pre-Program Requirements

Biblical and Theological Foundational Courses:

BTC 521 (p. 174) Biblical Narrative - Old Testament 1

BTC 531 (p. 175) Biblical Narrative - New Testament 1

BTC 561 (p. 175) Biblical Interpretation 1

BTC 571 (p. 175) Introduction to Christian Theology 1

Students must show competencies in Bible and Theology by completing four 1-credit Biblical and Theological Foundation courses or through a transcript evaluation. Students must complete all the Biblical and Theological Foundation courses before the practicum.

Counseling Prerequisites Required before any Classes:

PSYC ____ Undergraduate course in counseling/psychology 3

PSYC ____ Undergraduate course in counseling/psychology 3

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

Basic Research & Statistics Course:

MAT 216 Statistics for the Social Sciences OR Equivalent Basic Statistics 3

3 undergraduate credits of basic statistics course required before taking CPS 505 (p. 181) - Research and Program Evaluation. For Students without a previous statistics course; they will need to take a pre-statistics assessment to assess their level of pre-statistics understanding. This assessment will be taken on a Counseling & Social Work Department computer. If the student scores a 70% or higher, they would be eligible to register for CPS 505 (p. 181) Research and Program Evaluation or PSC 504 (p. 209) Statistical Methods for School Counselors. Should they score lower than 70%, the student would be required to take MAT 216 Statistics for the Social Sciences prior to taking CPS 505 (p. 181) or PSC 504 (p. 209). Students who have already taken a statistics course in their undergraduate experience in which they received a final grade of at least 70% are free to register for CPS 505 (p. 181) or PSC 504 (p. 209).

Retention

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

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

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

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

Counselor Preparation Comprehension Examination

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

Graduation

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

Administration and Faculty

Program Director

Ryan M. Kuehner, PhD

Chair, Department of Counseling and Social Work

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

MA Faculty

Resident Faculty:

Judson C. Buckwalter, MA

Freeman M. Chakara, PsyD

Ryan M. Kuehner, PhD

Gary L. Troxell, EdD

Praveen Rudra, MA

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Ruth Chang, PsyD

Sean Dougherty, MEd

Meagan Good, MA

Daniel Grubb, MA

James Johnson, DMin

Olivia Murrin, MA

Jon Shacklett, MA

Justin Steele, PsyD

Shiree Stuart, PsyD

Pennsylvania Licensed Professional Counselor

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

Additional information about the Pennsylvania Licensed Professional Counselor is available at

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

Clinical Mental Health Counseling (MACMHC) - Pennsylvania

Master of Arts in Clinical Mental Health Counseling - Pennsylvania

Name of Program

Clinical Mental Health Counseling

Credential

Master of Arts in Clinical Mental Health Counseling

Introduction

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 Purpose

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

Program Philosophy

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.

Educational Philosophy

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

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

Locations offered

Lancaster

Program Director

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

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

Faculty List

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James Johnson, DMin
Justin D. Charles, PsyD
Joshua Irvine, MA, LPC
Justin Steele, PsyD
Kimberly Blest, MA, LPC
Olivia Murrin, MA, LPC
Ruth Chang, PsyD
Sean Dougherty, MS, MEd
Shiree Stuart, PsyD

Program Core Competencies

The Master of Arts in Clinical Mental Health Counseling Program will equip students for the field of counseling by developing:

Program Outcomes:

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.

MACMHC-PA Curricular Structure/Degree Requirements

Competencies and Credits for Each

Competencies	Credits
Intro to Professional Counseling Core Courses	15
Professional Core Courses	18
Advanced Clinical Mental Health Counseling Courses	15
Professional Counseling Practice Courses	9
Electives	3
Program Total	60

Competency 1

Recognize the history, development, legislation, government policy, ethics, and professional identity development of counselors within the field of clinical mental health counseling.

CPS 501	Orientation to Professional Counseling Identity, Function & Ethics	3
CPS 508	Counseling Skills in Helping Relationships	3
CPS 530	Professional Ethics and Legal Issues in Counseling	3
CPS 541	Group Counseling Leadership Skills	3
CPS 583	Multicultural Foundations of Counseling	3

Competency 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.

CPS 508	Counseling Skills in Helping Relationships	3
CPS 515	Counseling Theory and Techniques	3
CPS 531	Psychopathology & Counseling	3
CPS 541	Group Counseling Leadership Skills	3
CPS 546	Theories of Personality	3
CPS 553	Counseling & Psychotherapy for the Individual	3
CPS 572	Counseling Addictions	3
CPS 583	Multicultural Foundations of Counseling	3

Competency 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.

CPS 508	Counseling Skills in Helping Relationships	3
CPS 515	Counseling Theory and Techniques	3
CPS 531	Psychopathology & Counseling	3
CPS 546	Theories of Personality	3
CPS 572	Counseling Addictions	3
CPS 575	Counseling Children and Adolescents	3
CPS 583	Multicultural Foundations of Counseling	3
CPS 601	Professional CNS Practicum	3
CPS 602	Professional CNS Internship	3
CPS 603	Counseling Internship II	3

Competency 4

Comprehend the administration, interpretation, and application of psychological tests and assessments specific to clinical mental health counseling.

CPS 525	Assessment Techniques in Counseling I	3
CPS 531	Psychopathology & Counseling	3
CPS 546	Theories of Personality	3
CPS 551	Assessment Techniques in Counseling II	3
CPS 572	Counseling Addictions	3
CPS 583	Multicultural Foundations of Counseling	3
CPS 588	Career and Lifestyle Development	3

Competency 5

Develop an understanding of scholarly literature and its application within Clinical Mental Health Counseling

CPS 501	Orientation to Professional Counseling Identity, Function & Ethics	3
CPS 505	Research and Program Evaluation	3
CPS 508	Counseling Skills in Helping Relationships	3
CPS 510	Human Growth and Development across the Lifespan	3
CPS 515	Counseling Theory and Techniques	3
CPS 525	Assessment Techniques in Counseling I	3
CPS 530	Professional Ethics and Legal Issues in Counseling	3
CPS 531	Psychopathology & Counseling	3
CPS 541	Group Counseling Leadership Skills	3
CPS 546	Theories of Personality	3
CPS 551	Assessment Techniques in Counseling II	3
CPS 553	Counseling & Psychotherapy for the Individual	3
CPS 572	Counseling Addictions	3
CPS 575	Counseling Children and Adolescents	3
CPS 583	Multicultural Foundations of Counseling	3

CPS 588	Career and Lifestyle Development	3
CPS 601	Professional CNS Practicum	3
CPS 602	Professional CNS Internship	3
CPS 603	Counseling Internship II	3

Competency 6

Enhance clinical and administrative skills necessary to conduct competent cultural treatment at various mental health service delivery modalities within the continuum of care.

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 583	Multicultural Foundations of Counseling	3
CPS 601	Professional CNS Practicum	3
CPS 602	Professional CNS Internship	3
CPS 603	Counseling Internship II	3

Competency 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.

CPS 508	Counseling Skills in Helping Relationships	3
CPS 510	Human Growth and Development across the Lifespan	3
CPS 531	Psychopathology & Counseling	3
CPS 546	Theories of Personality	3
CPS 572	Counseling Addictions	3
CPS 583	Multicultural Foundations of Counseling	3

Competency 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.

CPS 501	Orientation to Professional Counseling Identity, Function & Ethics	3
CPS 530	Professional Ethics and Legal Issues in Counseling	3
CPS 553	Counseling & Psychotherapy for the Individual	3
CPS 601	Professional CNS Practicum	3
CPS 602	Professional CNS Internship	3
CPS 603	Counseling Internship II	3

Competency 9

Synthesize information and knowledge into practice through supervised counseling experiences.

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

Competency 10

Understand the classifications, indications, and contraindications of commonly prescribed psychopharmacological medications for appropriate medical referral and consultation.

CPS 514	Psychopharmacology	3
CPS 531	Psychopathology & Counseling	3
CPS 572	Counseling Addictions	3

Practicum and Internships

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 (CPS 601)

- May be taken after completing a minimum of 33 graduate credits (Tier 1 & Tier 2 courses) with a minimum GPA of 3.0, completion of the candidacy process, and passing the CPCE exam.
- 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 one-hour appointment with the processor for each VCS to review the recordings.

Professional Counseling Internship I (CPS 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 CPS 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 one-hour appointment with the processor for each VCS to review the recordings.

Professional Counseling Internship II (CPS 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 CPS 601 Practicum and CPS 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 one-hour appointment with the class professor for each VCS to review the recordings.

Application, Admission, Retention, and Graduation

Admission Requirements

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

- Online application form with \$40 application fee.
- Personal statement of spiritual journey and statement of faith
- Two professional references completed online by their applicant's supervisor(s) and their pastor
- Transcript of an accredited Bachelor's degree (and grad. transcripts if seeking transfer credit approval).
- The TOEFL examination is required only if English is not the applicant's native language or if the applicant has not completed a degree program taught in English. TOEFL scores must be from tests administered within two years of the application deadline. If required, their test score must meet the following minimum for admission: Paper Score 550; Computer Score 213; or Internet Score 79. The applicant's skill score in writing will also be considered in the admissions decision. The official TOEFL score report must be sent directly from the Educational Testing Service.
- Individuals seeking admission to the MA program must complete each step of the application process by submitting a complete application by:

Fall Semester Start August 1

Spring Semester Start December 1

Summer Semester Start April 1

Application Process

Admissions Process

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

Interview Phase Part 1 (IP1):

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

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 MA counseling programs.

Application Response

After completion of the Interview Phase 2. The admission committee will communicate their decision to the Office of Adult Learner Services and they will communicate the decision of the committee within 7-15 days. One of the three decisions described below are possible.

Recommended admission without contingencies: The applicant is fully accepted without any noted concerns.

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.

Do not recommend admission: These applicants will be notified in writing regarding this decision.

Advanced Standing

Transfer Credit Policy:

Applicants pursuing a master's degree in the professional counseling program at LBC|Capital may request to transfer a maximum of 18 graduate credits (6 courses) into their master's degree program into which they are applying. To complete the Master of Arts professional counseling programs (Addiction, Clinical Mental Health, Marriage, Couple & Family), a student must have completed 60 credits of graduate coursework. To transfer the graduate courses, the individual grade earned must be at least "B" or higher, and 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.

Pre-Program Requirements

Biblical and Theological Foundational Courses:

BTC 521 (p. 174) Biblical Narrative - Old Testament 1

BTC 531 (p. 175) Biblical Narrative - New Testament 1

BTC 561 (p. 175) Biblical Interpretation 1

BTC 571 (p. 175) Introduction to Christian Theology 1

Students must show competencies in Bible and Theology by completing four 1-credit Biblical and Theological Foundation courses or through a transcript evaluation. Students must complete all the Biblical and Theological Foundation courses before the practicum.

Counseling Prerequisites Required before any Classes:

PSYC ____ Undergraduate course in counseling/psychology 3

PSYC ____ Undergraduate course in counseling/psychology 3

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

Basic Research & Statistics Course:

MAT 216 Statistics for the Social Sciences OR Equivalent Basic Statistics 3

3 undergraduate credits of basic statistics course required before taking CPS 505 (p. 181) - Research and Program Evaluation. For Students without a previous statistics course; they will need to take a pre-statistics assessment to assess their level of pre-statistics understanding. This assessment will be taken on a Counseling & Social Work Department computer. If the student scores a 70% or higher, they would be eligible to register for CPS 505 (p. 181) Research and Program Evaluation or PSC 504 (p. 209) Statistical Methods for School Counselors. Should they score lower than 70%, the student would be required to take MAT 216 Statistics for the Social Sciences prior to taking CPS 505 (p. 181) or PSC 504 (p. 209). Students who have already taken a statistics course in their undergraduate experience in which they received a final grade of at least 70% are free to register for CPS 505 (p. 181) or PSC 504. (p. 209)

Retention

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

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

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

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

Counselor Preparation Comprehension Examination

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

Graduation

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

Administration and Faculty

Program Director

Ryan M. Kuehner, PhD

Chair, Department of Counseling and Social Work

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

MA Faculty

Resident Faculty:

Judson C. Buckwalter, MA

Freeman M. Chakara, PsyD

Ryan M. Kuehner, PhD

Gary L. Troxell, EdD

Praveen Rudra, MA

Adjunct and Visiting Faculty:

Melissa Boas, MEd

Justin D. Charles, PsyD

Ruth Chang, PsyD

Sean Dougherty, MEd

Meagan Good, MA

Daniel Grubb, MA

James Johnson, DMin

Olivia Murrin, MA

Jon Shacklett, MA

Justin Steele, PsyD

Shiree Stuart, PsyD

Pennsylvania Licensed Professional Counselor

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

Additional information about the Pennsylvania Licensed Professional Counselor is available at

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

Clinical Mental Health Counseling (MACMHC) - Maryland

Master of Arts in Clinical Mental Health Counseling - Maryland

Name of Program

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

Credential

Masters

Introduction

Our rigorous 60-credit Master of Arts in Clinical Mental Health Counseling is designed to prepare you for state licensure as a professional counselor in Maryland, Washington D.C., and Virginia.

Program Purpose

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

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

Program Philosophy

This program delivers the knowledge and skills necessary to help diverse people in a wide range of difficult circumstances. Our students learn about the biological and environmental causes of mental illness and are trained to provide evidence-based treatment. Our instructors are experienced, licensed and practicing clinicians who work as counselors in professional and faith-based settings.

Want to make a difference in someone's life? Become a licensed professional counselor.

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. The program is designed to prepare students for state licensure as a professional counselor in Maryland, Washington D.C., and Virginia.

Additional Information

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

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

Locations offered

Washington, D.C.

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 List (Name, Degree)

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

Matthew Bonner, Ph.D., LCPC-S

Linda Mouzon, Ph.D., LCPC

Program Core Competencies

The CMHC-MD program has established 10 CACREP (2016) competency areas with 4 specific learning objectives. Graduates of the Master of Arts in Clinical Mental Health Counseling program at the LBC|CSGS Maryland site will demonstrate proficiency in each area and on all competencies.

Four Learning 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.

Ten CACREP (2016) Competencies

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.

MACMHC-MD Curricular Structure/Degree Requirements**Overview of Program Competencies**

The CMHC-MD program has established ten competency areas for the Master of Arts in Clinical Mental Health Counseling program where students will demonstrate proficiency in: Professional Counselor Identity & Ethics Competence, Research and Assessment Competence, Theoretical and Technical Competence, Diagnosis and Treatment Competence, Multicultural & Social Justice Competence, Spiritual and Religious Competence, and Clinical Mental Health Counseling Competence.

Competencies & Credits for Each

Competency	Credits
Orientation and Ethics	6
Clinical Techniques	15
Theories, Diagnostic, and Treatment	9
Assessment	3

Research	18
Multicultural Competence	3
Trauma, Biopsychology, and Addiction	9
Legal and Ethical Competency	6
Supervision	9
Medical Interventions	12
Program Total	60

Competency 1

Orientation and Ethics

Recognize the history, development, legislation, government policy, ethics, and professional identity development of counselors within the field of clinical mental health counseling

GPC 501	Orientation to Professional Counseling Identity, Function & Ethics	3
GPC 530	Professional Ethics and Legal Issues in Counseling	3

Competency 2

Clinical Techniques

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.

GPC 508	Counseling Skills in Helping Relationships	3
GPC 515	Counseling Theory and Techniques	3
GPC 531	Psychopathology & Counseling	3
GPC 555	Advanced Techniques of Counseling	3
GPC 565	Clinical Mental Health Counseling	3

Competency 3

Theories, Diagnostic, and Treatment

Learn the application of theories and models in developing case conceptualization, etiology, treatment planning, diagnostic process, referral, and prevention of mental and emotional disorders.

GPC 515	Counseling Theory and Techniques	3
GPC 531	Psychopathology & Counseling	3
GPC 555	Advanced Techniques of Counseling	3

Competency 4

Assessment

Comprehend the administration, interpretation, and application of psychological tests and assessments specific to clinical mental health counseling.

GPC 525	Assessment Techniques in Counseling	3
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Competency 5

Research

Develop an understanding of scholarly literature and its application within Clinical Mental Health Counseling.

GPC 501	Orientation to Professional Counseling Identity, Function & Ethics	3
GPC 505	Research and Program Evaluation	3
GPC 530	Professional Ethics and Legal Issues in Counseling	3
GPC 541	Group Counseling Leadership Skills	3
GPC 545	Marriage & Family Counseling	3
GPC 588	Career and Lifestyle Development	3

Competency 6

Multicultural Competence

Enhance clinical and administrative skills necessary to conduct competent cultural treatment at various mental health service delivery modalities within the continuum of care.

GPC 583	Multicultural Foundations of Counseling	3
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Competency 7

Trauma, Biopsychology, and Addiction

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

GPC 517	Biopsychology	3
GPC 572	Counseling Addictions	3
GPC 585	Trauma-Informed Counseling	3

Competency 8

Legal and Ethical Competency

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.

GPC 501	Orientation to Professional Counseling Identity, Function & Ethics	3
GPC 530	Professional Ethics and Legal Issues in Counseling	3

Competency 9

Supervision

Synthesize information and knowledge into practice through supervised counseling experiences.

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

Competency 10

Medical Interventions

Understand the classifications, indications, and contraindications of commonly prescribed psychopharmacological medications for appropriate medical referral and consultation.

GPC 517	Biopsychology	3
GPC 531	Psychopathology & Counseling	3
GPC 572	Counseling Addictions	3
GPC 585	Trauma-Informed 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.

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.

Application, Admission, Retention, and Graduation

Admission Requirements

Admission Criteria and Application Process

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

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

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

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

Application Process

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

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

Upon review of initial application materials, qualified applicants will be contacted by the Program to arrange an in-person/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

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

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

Candidacy Phase (CP)

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

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

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

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

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

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.

Advanced Standing

Transcripts are evaluated by the Registrar and Program Director for possible transfer credits. Transfer Credit Policy: Applicants pursuing a master's degree in the professional counseling program at LBC|Capital may request to transfer a maximum of 18 graduate credits (6 courses) into their master's degree program into which they are applying. To complete the Master of Arts professional counseling programs a student must have completed 60 credits of graduate coursework. To transfer the graduate courses, the individual grade earned must be at least "B" or higher, and 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.

Pre-Program Requirements

Biblical and Theological Foundational Courses:

BTC 521

Biblical Narrative - Old Testament 1

BTC 531

Biblical Narrative - New Testament 1

BTC 561

Biblical Interpretation 1

BTC 571

Introduction to Christian Theology 1

Students must show competencies in Bible and Theology by completing four 1-credit Biblical and Theological Foundation courses or through a transcript evaluation. Students must complete all the Biblical and Theological Foundation courses before the practicum.

Retention

Candidacy Phase (CP)

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

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

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

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

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

Graduation

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

Consulting Resource Teacher

Consulting Resource Teacher (MEd)

*Note - The Consulting Resource Teacher (CRT) program is not enrolling new students as of Fall 2019

The Consulting Resource Teacher (CRT) program is designed to equip teachers to serve students and educators in an inclusion setting where this diverse population of students requires general and special educators to collaborate. It offers a variety of strategies for consultation, collaboration and instruction as well as a broad knowledge and understanding of the learning process. This program emphasizes the practical application of learning theory, legislation, and leadership from a biblical worldview of education.

Program Competencies

The program is designed to prepare students to do the following:

- Serve as a specialist and resource person within a school setting providing assistance and direction for the school's staff.
- Classify the laws, regulations, and policies dictating the procedures needed to assist students in inclusion settings.
- Assess the academic abilities of students in order to determine the learning potential and appropriate teaching techniques for each student's success.
- Design individualized learning programs for the remediation and adaptation for special needs students in the inclusion classroom.
- Differentiate the etiology for learning problems observed in students in K-12 educational settings.
- Identify the distinctive characteristics of students with literacy problems.
- Determine the literacy levels of individual students and determine the strategies required for effective instruction for those students.
- Synthesize the results of the assessment, instruction, and observation in making instructional recommendations for a student's success in the classroom.

Program Options

Students may choose to earn only the degree or a certificate only. Because these certificates and endorsements are from the Pennsylvania Department of Education, only those teachers who currently hold a valid PA Instructional Certificate are eligible.

MEd Consulting Resource Teacher with Reading Specialist Certification

Curricular Requirements

CRT 513	Assessment Measures for Special Students	3
CRT 517	Organizational Leadership & School Change	3
EDU 519	Foundations & Framework for Learning	3
EDU 526	Diagnostic Reading Assessment	3
EDU 529	Collaborative Team Approach	3
EDU 598	Seminar in Action Research	3
EDU 599	Project in Action Research	3
ESL 515	Language and Literacy Development for the English Learner	3

RSC 527	Diagnostic Reading Instruction	3
SEC 539	Legislation Dictating Special Services	3
	Elective	
	Elective	
	Elective	

Program Information

Program Director

Dr. Robin Bronkema, PhD

Field Placement Coordinator

Bob Dodson, EdD

MEd Consulting Resource Teacher Faculty

Resident Faculty:

Angela Becker, EdD

Robin Bronkema, PhD

Robert B. Dodson, EdD

Stacey Martin, MEd

Adjunct and Visiting Faculty:

E. Penny Clawson, EdD

Julia Hershey, DEd

M. Raluca Snyder, EdD

Admission to Lancaster Bible College-Capital Seminary and Graduate School

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

Admissions to MEd Consulting Resource Teacher (Reading Specialist Certification)

1. Official transcript of a Bachelor's degree in Education or its equivalent *
2. A cumulative GPA of 3.0 or better as documented on an official transcript from the undergraduate accredited institution **
3. A valid certificate at a minimum level of Instructional I from Pennsylvania***
4. Recent (within 1 year of admissions) Child Abuse, Criminal Record, and Fingerprinting Clearances.
5. Two references from individuals who can speak of the candidate's abilities in the classroom
6. Completed MEd application form and submission of required application credentials
7. <https://www.lbc.edu/capital/admissions/>

Personal interview with the Program Director

Application Deadlines:

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

- April 1 for summer semester start

*For graduate students not holding a Bachelor's degree in Education, they may need to complete 9 credits in meeting the needs of diverse learners and 3 credits in ELL.

**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.

***Graduate students without a PA Instructional I or II certification may enroll in the program but will not be eligible for the PA Reading Specialist certification. Students will be asked to sign a waiver articulating their understanding that the program will not lead toward a PA certification.

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

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

Retention in MEd Consulting Resource Teacher

1. Minimum Cumulative GPA = 3.0

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

If at the completion of the 4th course, the student has not raised the GPA, then the student will receive notice of academic dismissal. The student has the right to appeal through writing to the Registrar. The appeal will be considered by the appeals committee. If the appeal is denied, the student may appeal to the Provost.

Eligibility to enter Field Experience-Action Research

1. Successful formal admission and retention in the MEd Consulting Resource Teacher 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 24 graduate credits
7. In good standing with Lancaster Bible College

Exit Criteria - Eligibility to be Recommended for Certification

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

Program Completion

The program must be completed in a maximum of five years. If a student wishes to temporarily withdraw from a program, the student must notify the Program Director in writing. If a student needs an extension to continue the program after the five years, a written request must be submitted to the advisor and Program Director. Even though students may be part-time, continuous enrollment is expected. If a student should not enroll for two consecutive semesters, he/she will be placed on non-student status and will need to reapply. A re-admission application is available through the Program Coordinator.

Master of Social Work MSW

MSW Landing Page

Name of Program

Master of Social Work

Credential

Masters

Introduction

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. Through experiential learning in the field and cohort learning, graduates will enrich the social work field. Now is the time for competent leadership within social work to strengthen organizations and communities.

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.

Locations offered

Online

Program Director

Dr. Kurt E. Miller

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 List (Name, Degree)

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. Ling Dinse, Faculty Member

Dr. Dinse has been in the social work field for over 25 years serving in the field of addiction, aging, home-based therapeutic services, and congregational social work. She has counseled individuals and couples through her community of faith for many years and draws upon her clinical experiences to add to the classroom discussion. Dr. Dinse is an avid researcher, engaging in various forms of qualitative and quantitative inquiry to add to the social work field. Dr. Dinse completed her MSW at SUNY Buffalo and completed her DSW at Millersville University.

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

Competency 1

Demonstrate Ethical and Professional Behavior

Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession’s history, its mission, and the roles and responsibilities of the profession. Social Workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice. Social workers:

- make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;
- use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;
- demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;
- use technology ethically and appropriately to facilitate practice outcomes; and
- use supervision and consultation to guide professional judgment and behavior.

510	Human Diversity and Social Justice	
SWK 525	Micro & Mezzo Generalist Practice	3
SWK 526	Macro Generalist Practice	3
SWK 550	Foundational Internship I	3
SWK 551	Foundational Internship II	3

Competency 2

Engage Diversity and Difference in Practice

Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture's structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power. Social workers:

- apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;
- present themselves as learners and engage clients and constituencies as experts of their own experiences; and
- apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

SWK 500	Foundations of Social Work	3
510	Human Diversity and Social Justice	
SWK 525	Micro & Mezzo Generalist Practice	3
SWK 550	Foundational Internship I	3
SWK 551	Foundational Internship II	3

Competency 3

Advance Human Rights and Social, Economic, and Environmental Justice

Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected. Social workers:

- apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and
- engage in practices that advance social, economic, and environmental justice.

SWK 500	Foundations of Social Work	3
510	Human Diversity and Social Justice	
520	Foundations of Social Welfare Policy	
SWK 550	Foundational Internship I	3
SWK 551	Foundational Internship II	3

Competency 4

Engage in Practice-informed Research and Research-informed Practice

Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice. Social workers:

- use practice experience and theory to inform scientific inquiry and research;
- apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and
- use and translate research evidence to inform and improve practice, policy, and service delivery.

SWK 500	Foundations of Social Work	3
510	Human Diversity and Social Justice	
SWK 515	Theories and Life Stage Development	3
520	Foundations of Social Welfare Policy	
SWK 525	Micro & Mezzo Generalist Practice	3
SWK 526	Macro Generalist Practice	3
SWK 530	Research Methods	3
SWK 550	Foundational Internship I	3
SWK 551	Foundational Internship II	3

Competency 5

Engage in Policy Practice

Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation. Social workers:

- Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;
- assess how social welfare and economic policies impact the delivery of and access to social services;
- apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

SWK 500	Foundations of Social Work	3
520	Foundations of Social Welfare Policy	
SWK 526	Macro Generalist Practice	3
SWK 550	Foundational Internship I	3
SWK 551	Foundational Internship II	3

Competency 6

Engage with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness. Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate. Social workers:

- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and
- use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

SWK 500	Foundations of Social Work	3
SWK 525	Micro & Mezzo Generalist Practice	3
SWK 526	Macro Generalist Practice	3
SWK 550	Foundational Internship I	3

SWK 551 Foundational Internship II 3

Competency 7

Assess Individuals, Families, Groups, Organizations, and Communities

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making. Social workers:

- collect and organize data, and apply critical thinking to interpret information from clients and constituencies;
- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;
- develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and
- select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

SWK 500	Foundations of Social Work	3
SWK 525	Micro & Mezzo Generalist Practice	3
SWK 526	Macro Generalist Practice	3
SWK 550	Foundational Internship I	3
SWK 551	Foundational Internship II	3

Competency 8

Intervene with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of interprofessional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, interprofessional, and inter-organizational collaboration. Social workers:

- critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;
- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;
- use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;
- negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and
- facilitate effective transitions and endings that advance mutually agreed-on goals.

SWK 500	Foundations of Social Work	3
SWK 525	Micro & Mezzo Generalist Practice	3
SWK 526	Macro Generalist Practice	3
SWK 550	Foundational Internship I	3
SWK 551	Foundational Internship II	3

Competency 9

Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness. Social workers:

- select and use appropriate methods for evaluation of outcomes;
- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;
- critically analyze, monitor, and evaluate intervention and program processes and outcomes; and
- apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

SWK 500	Foundations of Social Work	3
SWK 525	Micro & Mezzo Generalist Practice	3
SWK 526	Macro Generalist Practice	3
SWK 550	Foundational Internship I	3
SWK 551	Foundational Internship II	3

Competency 10

Synthesize Social Work Values and One's Biblical Worldview when Working with Individuals, Families, Groups, Organizations, and Communities

The LBC social worker will practice biblical values as well as social work values. These harmonious values are the foundation of our work with individuals, families, groups, organizations and communities. We recognize the delineation between our personal values and professional values. We understand the rules related to value conflicts and resolve to manage these conflicts in a professional and ethical manner.

The Social Work Program describes a biblical worldview as being in harmony with the 6 core values of social work: commitment to service & social justice, recognition of the inherent dignity and worth of all people, recognition of the value of human relationships, and commitment to integrity & competence in our practice. We strive to exemplify the fruits of the spirit, which are defined biblically as love, joy, peace, patience, kindness, goodness, faithfulness, gentleness, and self-control. As Christians we strive to exemplify Christ-like behavior by serving others, and following the examples set by Jesus who commanded us in Matthew 25 to feed the hungry, give drink to the thirsty, visit the sick, welcome the stranger, clothe the naked, and visit the prisoner. The LBC intern will strive to act in a Christ-like manner showing love to others.

- Identify personal values and behaviors that emerge from a biblical worldview
- Demonstrate behaviors that are aligned with a biblical worldview; and
- Articulate how the spiritual dimension is an integral part of the whole person.

SWK 500	Foundations of Social Work	3
510	Human Diversity and Social Justice	
SWK 515	Theories and Life Stage Development	3
520	Foundations of Social Welfare Policy	
SWK 525	Micro & Mezzo Generalist Practice	3
SWK 526	Macro Generalist Practice	3
SWK 530	Research Methods	3
SWK 550	Foundational Internship I	3
SWK 551	Foundational Internship II	3

Specialization 1

Clinical Social Work

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 2-credit electives to complete the degree. For the Advanced Standing student there are six core courses, two advanced internship courses (500 hours of field work) and three 2-credit electives to complete the degree. Given the context of the Program within the institution, all graduate students are required to complete four credits of Bible/Theology class and are afforded opportunities through coursework to synthesize a biblical worldview through their assignments.

Competency 1

Demonstrate Ethical and Professional Behavior

Clinical social work practitioners use reflective practice (skills) to guide their approach to working with individuals, families, groups, organizations, and communities. Utilizing a person-in-environment perspective and strengths-based approach in their work (knowledge), clinical social work practitioners adhere to the highest standard of ethical behavior (values) recognizing their role as change agents through direct practice and leadership within organizations. Clinical social work practitioners develop sound practice strategies utilizing a myriad of tools and technology in their professional judgment and behaviors (cognitive and affective processes).

Practitioners in clinical social work practice:

- Identify as ethical social work practitioners by adhering to the NASW Code of Ethics and core values.
- Engage in personal reflection and self-regulation to manage personal values.
- Engage in supervision to guide professional growth and behavior.
- Demonstrate professional and ethical behavior in oral, written, and electronic communication.
- Engage in interprofessional collaboration in practice.

SWK 610	Cross Cultural Counseling	3
SWK 625	Clinical Practice: Individuals and Families	3
SWK 626	Clinical Practice: Groups	3
SWK 630	Advanced Practice: Organizations and Communities	3
SWK 660	Advanced Practice Internship I	3
SWK 661	Advanced Practice Internship II	3

Competency 2

Engage Diversity and Difference in Practice

Clinical social work practitioners know the various forms and mechanisms of discrimination and oppression that impact client systems (knowledge). Utilizing this knowledge, they practice from a cultural humility perspective, valuing all individuals as diverse human beings, responding to issues of inclusion and equity in practice (skills and values). Applying a critical thinking lens, they are cognizant of the various dimensions of diversity, managing their own biases and values when working with diverse client systems (cognitive and affective processes).

Practitioners in clinical social work:

- Demonstrate an attitude of cultural humility and respect cultural differences.
- Identify factors of intersectionality and diversity and their impact on clients and constituencies.
- Research and apply knowledge related to diversity to educate others in valuing diversity and promoting inclusion and equity.
- Analyze policies and practices on the potential impact on diverse clients.

	Utilize self-reflection to manage personal beliefs and biases	
SWK 610	Cross Cultural Counseling	3
SWK 625	Clinical Practice: Individuals and Families	3
SWK 626	Clinical Practice: Groups	3
SWK 630	Advanced Practice: Organizations and Communities	3
SWK 660	Advanced Practice Internship I	3
SWK 661	Advanced Practice Internship II	3

Competency 3

Advance Human Rights and Social, Economic, and Environmental Justice

Clinical social work practitioners actively engage in their communities to address violations of human rights and social, economic, and environmental injustices (skills). They know the various barriers that prevent justice for individual client systems and enact a plan of action to address the barriers (knowledge and skills). These practitioners view social, economic and environmental justice as a basic human right, advocating at individual and system levels (values). They critically evaluate multiple ways of advocacy to advance human rights while continuously assessing risk for the client system (cognitive and affective processes).

Practitioners in clinical social work:

- Engage community leaders in discussions about injustice impacting client systems.
- Prepare written position statements to address social, economic, and environmental justice.
- Campaign to eradicate injustice at the micro, mezzo, and macro practice levels.
- Identify policies that create or perpetuate systemic barriers to justice and develop a plan to address the barriers.
- Educate others about issues of client system injustice.

SWK 620	Advanced Policy: Social, Economic, and Environmental Justice	3
SWK 630	Advanced Practice: Organizations and Communities	3
SWK 660	Advanced Practice Internship I	3
SWK 661	Advanced Practice Internship II	3

Competency 4

Engage in Practice-informed Research and Research-informed Practice

Clinical social work practitioners value research in the social work field and the application of research to inform practice (value). They know the various components of sound, ethical research and how research is gathered, interpreted, evaluated, and applied in social work contexts to have a direct, positive impact on client systems (knowledge). Practitioners engage in research methodology from point of hypothesis creation, participant inclusion, informed consent, data gathering, data analysis, and final written reporting (skills). Practitioners critically evaluate quantitative and qualitative data drawing conclusions to inform and improve social work practice (cognitive and affective processes).

Practitioners in clinical social work:

- Implement evidence-based research and program evaluation in clinical practice.
- Apply research to practice by utilizing the logic model within the agency.
- Conduct qualitative and quantitative research and apply research findings to improve service delivery.
- Read professional journal articles and critically evaluate existing research to develop innovative intervention strategies.
- Assist other social work practitioners to develop evidence-based assessment tools to inform practice.

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	Advanced Practice Internship I	3
SWK 661	Advanced Practice Internship II	3

Competency 5

Engage in Policy Practice

Clinical social work practitioners are well versed in policies that shape social work practice from a local, state-wide, and national level (knowledge). Practitioners understand the importance of policies that impact client well-being and the delivery of services, valuing the complexity of economic policies that impact service to client systems (values). Practitioners adjust to the changing dynamics of environments influenced by policies and advocate for policies that address various forms of injustice or discrimination (skills). Practitioners broadly evaluate strategies to engage with constituents relating to the impact of policy on well-being and access to services (cognitive and affective processes).

Practitioners in clinical social work:

- Critically analyze past and present public policies that shape social services.
- Research policies which pertain to well-being, service delivery, and access to social services.
- Assess the effectiveness of a policy on the well-being and service delivery of a client population.
- Interact with funding sources and state welfare organizations through direct contact with government agencies that provide welfare services.
- Create written material to educate others about the impact of public policy on clients.

SWK 620	Advanced Policy: Social, Economic, and Environmental Justice	3
SWK 630	Advanced Practice: Organizations and Communities	3
SWK 640	Advanced Research and Program Evaluation	3
SWK 660	Advanced Practice Internship I	3
SWK 661	Advanced Practice Internship II	3

Competency 6

Engage with Individuals, Families, and Groups

Clinical social work practitioners are well versed in the theoretical frameworks of engaging with diverse populations (knowledge). They demonstrate a compassion and empathy toward client systems and empower clients to grow from traumatic experiences (skills). Practitioners interact with individuals, families and groups valuing the unique and diverse perspective which is brought to the helping relationship (values). Practitioners recognize the importance of reflective practice and being mindful of personal strengths and limitations during service delivery (cognitive and affective processes).

Practitioners in clinical social work:

- Apply knowledge of a myriad of theoretical constructs with an emphasis on the use of the strengths-based perspective and the person-in-environment approach.
- Use empathy when meeting with individuals, families, and groups applying a cultural humility perspective.
- Seek feedback from supervisors and peers and identify areas of strength and weakness in engaging with clients.
- Model effective communication strategies (both in-person and through the use of technology) when engaging with others.
- Educate others, through reflective practice, on strategies to engage the challenging client.

SWK 610	Cross Cultural Counseling	3
SWK 625	Clinical Practice: Individuals and Families	3
SWK 626	Clinical Practice: Groups	3
SWK 660	Advanced Practice Internship I	3
SWK 661	Advanced Practice Internship II	3

Competency 7

Assess Individuals, Families, and Groups

Clinical social work practitioners conduct comprehensive biopsychosocial-spiritual assessments with individuals, families, and groups (skills). Practitioners value a client-driven, strengths and resiliency-based approach in the assessment process to support the development of thorough intervention goals, objectives, and tasks (values). Practitioners employ evidence-based assessment strategies from multidisciplinary theoretical frameworks which support strong assessment strategies (knowledge). Practitioners utilize critical thinking and reflective practice to synthesize data collected from the assessment of individuals, families and groups and develop the most appropriate intervention strategies (cognitive and affective processes).

Practitioners in clinical social work:

- Conduct biopsychosocial-spiritual assessments with client input.
- Develop comprehensive intervention plans to include client-focused goals, objectives, and tasks.
- Demonstrate an ability to use assessment information to communicate treatment recommendations for clients.
- Uses strong collaborative skills to empower client systems as part of the assessment and planning process.
- Educate others in effective assessment and planning techniques.

SWK 610	Cross Cultural Counseling	3
SWK 625	Clinical Practice: Individuals and Families	3
SWK 626	Clinical Practice: Groups	3
SWK 660	Advanced Practice Internship I	3
SWK 661	Advanced Practice Internship II	3

Competency 8

Intervene with Individuals, Families, and Groups

Clinical social work practitioners navigate through the complexities of practice at all levels of practice, positioning themselves for interventions to achieve practice outcomes. Practitioners use evidence-based interventions with client systems and know the various structures that comprise organizational life and community operations to inform the development of effective interventions (knowledge). Practitioners engage in interprofessional collaborative partnerships by using the skills of negotiation, mediation, and advocacy to address injustices and/or inconsistencies on behalf of client systems (skills). Practitioners value a broad perspective to interventions that impact client systems, organizational staff and leadership, and those that impact community life (values). Practitioners participate in self-reflection as they engage in critical conversations and inquiry at a micro, mezzo and macro level with clients, constituents, community leaders and organizational administration to enhance service delivery and the achievement of positive outcomes (cognitive and affective processes).

Practitioners in clinical social work:

- Implement strategic interventions on behalf of client systems at all practice levels.
- Demonstrate effective interprofessional collaboration through interventions.
- Design intervention strategies to achieve client-driven, organizational, and community outcomes.
- Evaluate the various assessment tools' strengths and limitations.
- Propose trauma-informed interventions that align with evidence-based research to improve client and staff functioning.

SWK 610	Cross Cultural Counseling	3
SWK 625	Clinical Practice: Individuals and Families	3
SWK 626	Clinical Practice: Groups	3
SWK 660	Advanced Practice Internship I	3
SWK 661	Advanced Practice Internship II	3

Competency 9

Evaluate Practice with Individuals, Families, Groups, Organizations, and/or Communities

Clinical social work practitioners recognize the value and importance of evaluation in the planned change process by committing to develop strong evaluative processes (values). Practitioners are well-versed in a myriad of evaluation techniques at the micro, mezzo and macro levels and know the steps of the evaluative process (knowledge). Practitioners use effective methods of evaluation relevant to the data that is needed to support strong outcomes for individuals, families, groups, organizations and communities (skills). Practitioners are able to critically analyze client outcomes, withholding personal judgments, and produce objective evaluation reports for all constituents (cognitive and affective processes).

Practitioners in clinical social work:

- Apply sound evaluation strategies that gather relevant outcome data to inform future practice.
- Utilize social work theories and frameworks in the evaluation process.
- Collaborate with others within the organization to conduct evidence-based evaluations to improve services.
- Develop a systematic strategy to report client outcomes to promote ethical and effective practice.
- Propose practical recommendations to improve service delivery based on evaluation outcomes.

SWK 625	Clinical Practice: Individuals and Families	3
SWK 626	Clinical Practice: Groups	3
SWK 630	Advanced Practice: Organizations and Communities	3
SWK 660	Advanced Practice Internship I	3
SWK 661	Advanced Practice Internship II	3

Competency 10

Synthesize Social Work Values and One's Biblical Worldview when Working with Individuals, Families, Groups, Organizations, and Communities

Clinical social work practitioners value the spiritual dimension of the helping relationship, acknowledging their own worldview and the worldview reflective of the client system (values). Practitioners know the ethical considerations relating to the use of self and accessing the spiritual dimension when interacting with client systems (knowledge). Practitioners demonstrate behaviors that align with a biblical worldview, articulating the spiritual dimension through engagement, assessment, intervention, and evaluation (skills). Practitioners critically apply self-reflection in the application of a biblical worldview and the harmony with the core values of social work (cognitive and affective processes).

Practitioners in advanced generalist practice social work:

- Articulate the integration of a biblical worldview and social work core values.
- Apply a biblical worldview during interactions in simulated and/or case study scenarios through coursework.
- Utilize the spiritual dimension as part of engagement, assessment, intervention, and evaluation.
- Resolve to respect clients' values and not impose personal spiritual values on clients.
- Educate others about the use of a biblical worldview and accessing the spiritual dimension in practice that focuses on a client-directed perspective.

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	Advanced Practice Internship I	3
SWK 661	Advanced Practice Internship II	3

Specialization 2

Advanced Child Welfare Practices

Advanced child welfare practice builds upon the core generalist practice competencies and supports the development of practitioner effectiveness in all aspects of child welfare practice. Practitioners are trained in multiple areas from policy development, advocacy, administrative work, and to individual, family and group work for those client systems touched by the complex child welfare 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 welfare 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 welfare 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 two required elective courses complete the degree. Students are strongly encouraged to take two of the three following electives: Supervision and Administration; Advanced Child Welfare Policy; or Trauma Informed Practice for the Child Welfare Professional. For the Advanced Standing student, they participate in a bridge course that integrates their practice knowledge and prepares them for advanced learning with six core courses, two advanced internship courses (500 hours of field work) and two electives to complete the degree. Similarly, students are required to enhance their knowledge in the specialization by taking two of the electives mentioned above. To address the program's tenth competency, students also complete four credits of Bible/Theology and are afforded opportunities through coursework to synthesize a biblical worldview through their assignments.

Competency 1

Demonstrate Ethical and Professional Behavior

Advanced child welfare practitioners understand the importance of child safety as a primary responsibility for all who engage in the child welfare system. Child welfare practitioners carry out their responsibilities in the support of safety, permanency, and well-being for all children (knowledge). Practitioners use a variety of skills that advance an ethical approach to engagement with individuals, families, groups, organizations and communities, and managing their own professionalism when encountering stressed systems (skills). Practitioners value the person-in-environment perspective recognizing that sound practice considers the client as the driver of service and a broader understanding of context helps to achieve positive outcomes (values). Practitioners in advanced child welfare utilize critical self-reflection when facing traumatic situations within the field, supporting a strengths-based approach to child welfare work, using supervision, consultation, and collaboration as a regular practice stance (cognitive and affective responses).

Practitioners in advanced child welfare practice social work:

- Identify as ethical social work practitioners by adhering to the NASW Code of Ethics and core values.
- Demonstrate professional and ethical behavior in oral, written, and electronic communication.
- Engage in interprofessional collaboration in practice.
- Use supervision and consultation to refine practice.
- Utilize knowledge and experience in the field to educate others.

SWK 628	Advanced Child Welfare Practice: Individuals and Families	3
SWK 629	Advanced Child Welfare Practice: Systems and Groups	3
SWK 630	Advanced Practice: Organizations and Communities	3
SWK 660	Advanced Practice Internship I	3
SWK 661	Advanced Practice Internship II	3

Competency 2

Engage Diversity and Difference in Practice

Advanced child welfare practitioners are knowledgeable about the various forms of oppression, discrimination, and marginalization of vulnerable populations that impact service to the child welfare system partners (knowledge). All practitioners skillfully utilize a cultural humility perspective as they practice in the micro, mezzo, and macro levels (skill). Practitioners value difference and diversity and use opportunities to present themselves as learners of others, considering clients as experts of their own lived experiences (values). Practitioners are cognizant of the various dimensions of diversity, managing their own biases and values when working with diverse client systems (cognitive and affective processes).

Practitioners in advanced child welfare practice social work:

- Demonstrate an attitude of cultural humility and respect cultural differences.
- Identify structures of discrimination and oppression and propose solutions to address injustice.
- Research and apply knowledge related to diversity to educate others in valuing diversity and promoting inclusion and equity.
- Develop assessments, interventions, and evaluations that are culturally sensitive.
- Utilize self-reflection to manage personal beliefs and biases.

SWK 611	Diversity in Child Welfare	3
SWK 628	Advanced Child Welfare Practice: Individuals and Families	3
SWK 629	Advanced Child Welfare Practice: Systems and Groups	3
SWK 630	Advanced Practice: Organizations and Communities	3
SWK 660	Advanced Practice Internship I	3
SWK 661	Advanced Practice Internship II	3

Competency 3

Advance Human Rights and Social, Economic, and Environmental Justice

Advanced child welfare practitioners understand the various barriers that exist within the child welfare system that impact community engagement and work to advance the rights of children, parents, child welfare staff, and other constituents (knowledge). Practitioners actively collaborate with other societal entities to address basic human rights of client systems at all levels, focusing on social, economic, and environmental justice (skills). Practitioners value advocating for the voiceless and defenseless children and the families as a means to achieve positive outcomes (values). Practitioners reflect on the injustice that exists in the child welfare and corresponding systems, and continuously pursue creative options to advocate for changes that promote justice (cognitive and affective processes).

Practitioners in advanced child welfare practice social work:

- Engage with community partners to collaborate for change to address various forms of injustice affecting child welfare practice.
- Propose solutions to address social, economic, and environmental injustice that impact child welfare systems.
- Select appropriate interventions at a micro, mezzo and macro level that advance human rights impacting the child welfare system.
- Evaluate systemic barriers to human rights and social, economic, and environmental justice impacting the child welfare system.
- Educate others in advocacy to become leaders of change, using their voice to address areas of injustice impacting the child welfare system.

SWK 611	Diversity in Child Welfare	3
SWK 613	Advanced Child Welfare	3
SWK 628	Advanced Child Welfare Practice: Individuals and Families	3
SWK 629	Advanced Child Welfare Practice: Systems and Groups	3
SWK 630	Advanced Practice: Organizations and Communities	3
SWK 660	Advanced Practice Internship I	3
SWK 661	Advanced Practice Internship II	3

Competency 4

Engage in Practice-informed Research and Research-informed Practice

Advanced child welfare practitioners value evidence-based research that informs child welfare practice (values), effectively utilizing research results to improve practice and the quality of service delivery (skills). Practitioners understand the importance of gathering data that drives decision-making in developing evidence-based child welfare practice (knowledge). Advanced child welfare practitioners critically evaluate quantitative and qualitative findings and devise implications to inform and improve child welfare practice (cognitive and affective processes).

Practitioners in advanced child welfare practice social work:

- Select appropriate research strategies and implement research to improve practice outcomes.
- Conduct qualitative and quantitative research, applying research findings to improve child welfare practice.
- Evaluate existing research and identify gaps in knowledge in the field of child welfare.
- Advocate for evidence-based practice founded on sound research.
- Educate other child welfare practitioners to engage in data-driven practice.

SWK 613	Advanced Child Welfare	3
SWK 628	Advanced Child Welfare Practice: Individuals and Families	3
SWK 629	Advanced Child Welfare Practice: Systems and Groups	3
SWK 630	Advanced Practice: Organizations and Communities	3
SWK 640	Advanced Research and Program Evaluation	3
SWK 660	Advanced Practice Internship I	3
SWK 661	Advanced Practice Internship II	3

Competency 5

Engage in Policy Practice

Advanced child welfare practitioners are knowledgeable about the significant federal and state laws, local agency regulations, and domestic policies that inform child welfare practice (knowledge). Utilizing this knowledge, child welfare practitioners compare child welfare organizational practice with policy interpretations, discriminating between best practice and traditional practice interventions (skills). Practitioners value the functionality of policies in the child welfare system and practice (values). Practitioners compile policy positions that advance sound child welfare practice from multiple sources and critically evaluate such positions to improve child welfare practice at a local level (cognitive and affective processes).

Practitioners in advanced child welfare practice social work:

- Identify current child welfare public policy that impacts the field.
- Assess child welfare policy and identify gaps in services that impact well-being, service delivery, and access to services.
- Advocate for changes at the local, state, or national levels to improve delivery and access to services.
- Demonstrate an ability to translate policy into practice.
- Educate others on the impact of child welfare policy on children and families.

SWK 613	Advanced Child Welfare	3
SWK 630	Advanced Practice: Organizations and Communities	3
SWK 660	Advanced Practice Internship I	3
SWK 661	Advanced Practice Internship II	3

Competency 6

Engage with Individuals, Families, and Groups

Advance child welfare practitioners understand multiple theoretical frameworks in conjunction with a cultural humility approach when interacting with children, families, and groups within the child welfare system (knowledge). Practitioners adopt a trauma-informed approach to engage with client systems. This is approached with compassion and empathy as they navigate the complex dynamics when working with individuals, families and groups (skills). Valuing diverse perspectives of engagement, practitioners model approaches that demonstrate skills associated with effective engagement along the continuum of the planned change process (values). Critically self-reflective practitioners construct a model of engagement based on multiple ways of conceptualizing the client's experience with the child welfare system, continuously evaluating one's own affective responses (cognitive and affective processes).

Practitioners in advanced child welfare social work practice:

- Utilize a strengths-based engagement approach to empower the individual child and caregiver.
- Demonstrate empathy, compassion, warmth, and genuineness towards child welfare client systems.
- Utilize a cultural humility approach and respect clients' lived experiences when engaging with clients.
- Model the use of a trauma-informed approach to engage with client systems.
- Educate others through reflective practice and develop strategies to engage the challenging child welfare individual, family or group.

SWK 628	Advanced Child Welfare Practice: Individuals and Families	3
SWK 629	Advanced Child Welfare Practice: Systems and Groups	3
SWK 630	Advanced Practice: Organizations and Communities	3
SWK 660	Advanced Practice Internship I	3
SWK 661	Advanced Practice Internship II	3

Competency 7

Assess Individuals, Families, Groups, and Organizations

Advanced child welfare practitioners conduct comprehensive biopsychosocial and spiritual assessments with individuals, families, and groups, and assess organizations with the aim to improve the quality of services. (skills). Practitioners value a client-driven, strengths and resiliency-based approach to support sound planning and interventions. The assessment process also aids in the analysis of organizational health and identify areas of strengths and weaknesses (values). Practitioners know evidence-based assessment strategies (i.e., motivational interviewing, differential diagnosis, organizational analysis, etc.) used in investigation and ongoing services that are applied to the child welfare direct service or organizational life (knowledge). Practitioners analyze and synthesize assessment data to inform the selection of the best intervention strategies for individuals, families, groups and organizations (cognitive and affective processes).

Practitioners in advanced child welfare practice social work:

- Conduct biopsychosocial-spiritual assessments in collaboration with clients.
- Develop comprehensive intervention plans to include child-focused and client-driven goals, objectives, and tasks.
- Apply evidence-based practice such as family group conferencing and family teaming to promote client outcomes.
- Collaborate with other system partners to create comprehensive individual and family assessments.
- Educate others in effective child welfare assessment and planning techniques and maintain organizational efforts in continuous quality improvement strategies.

SWK 628	Advanced Child Welfare Practice: Individuals and Families	3
SWK 629	Advanced Child Welfare Practice: Systems and Groups	3
SWK 630	Advanced Practice: Organizations and Communities	3
SWK 660	Advanced Practice Internship I	3
SWK 661	Advanced Practice Internship II	3

Competency 8

Intervene with Organizations and Communities

Advanced child welfare practitioners apply a host of intervention strategies within direct practice which impact organizational outcomes and community well-being, often leading the discussion that affects macro practice (skills). Practitioners understand the benefit of effective organizational and community engagement in addressing the complexities of child abuse/neglect issues. Practitioners collaborate with other service providers to identify strategies that enhance understanding of the child welfare system (knowledge). Practitioners value volunteer service on community and organizational boards, representing and advocating for the needs of the child welfare system by developing collaborative networks (values). Through engaging in critical conversations at the macro level with leaders, practitioners critically self-reflect in their role in the achievement of positive child welfare outcomes relating to safety, permanency, and well-being (cognitive and affective processes).

Practitioners in advanced child welfare practice social work:

- Engage in inter-professional collaboration to evaluate service delivery to promote effective practice outcomes.
- Analyze data from child welfare organizations and community assessments and make recommendations for improved service delivery.
- Advocate for a trauma-informed intervention approach to service delivery in the field of child welfare.
- Create change effort strategies to support the improvement of child welfare organization and community outcomes.
- Model the use of leadership skills to advocate on behalf of diverse clients and constituencies in child welfare.

SWK 628	Advanced Child Welfare Practice: Individuals and Families	3
SWK 629	Advanced Child Welfare Practice: Systems and Groups	3
SWK 630	Advanced Practice: Organizations and Communities	3
SWK 660	Advanced Practice Internship I	3
SWK 661	Advanced Practice Internship II	3

Competency 9

Evaluate Practice with Individuals, Families, Groups, Organizations, and/or Communities

Advanced child welfare practitioners value evaluation as part of the planned change process, committing to the development of strong evaluative processes (values). Practitioners are familiar with multiple strategies and steps to evaluate practice at the micro, mezzo, and macro level, and conduct both formative and summative evaluations to assist in gathering data (knowledge). Practitioners select and use a variety of tools to engage in evaluation of practice at the micro, mezzo, and macro levels within child welfare practice (skills). Practitioners are able to critically analyze client outcomes (micro, mezzo, and macro), withholding personal judgments, and produce bias-free evaluative reports (cognitive and affective processes).

Practitioners in advanced child welfare practice social work:

- Propose sound evaluation strategies that gather relevant data within the child welfare system to improve practice outcomes.
- Conduct formative and summative evaluations to inform practice and improve existing services.
- Evaluate program procedures at the micro, mezzo, and macro practice levels.
- Construct change effort projects to analyze and evaluate child welfare system practices.
- Develop effective evidence-based tools to evaluate child welfare system outcomes from the strengths-based and growth perspectives.

SWK 628	Advanced Child Welfare Practice: Individuals and Families	3
SWK 629	Advanced Child Welfare Practice: Systems and Groups	3
SWK 630	Advanced Practice: Organizations and Communities	3
SWK 660	Advanced Practice Internship I	3
SWK 661	Advanced Practice Internship II	3

Competency 10

Synthesize Social Work Values and One's Biblical Worldview when Working with Individuals, Families, Groups, Organizations, and Communities

Advanced child welfare practitioners value the spiritual dimension that can be accessed throughout interactions across the child welfare system (values). Practitioners acknowledge their own worldview biases and recognize the importance of reflective practice as they critically consider how a biblical worldview is in harmony with the core values of social work practice and to the degree that child welfare constituents also operate out of a spiritual context (cognitive and affective processes). Practitioners are aware of the ethical considerations relating to use of self and accessing the spiritual dimension when interacting with client systems (knowledge). Practitioners can effectively document spiritual dimensions of the human condition through engagement, assessment, intervention, and evaluation at all three levels of practice (micro, mezzo, and macro).

Practitioners in advanced child welfare practice social work:

- Articulate the integration of a biblical worldview and social work core values.
- Recognize the value of the spiritual dimension throughout engagement, assessment, intervention, and evaluation across all levels of child welfare practice.
- Apply a biblical worldview perspective during interactions in simulated and/or case study scenarios through child welfare coursework.
- Demonstrate the application of a biblical worldview affirming the core values of social work within the child welfare system.
- Educate others about the use of a biblical worldview within the child welfare system through accessing the spiritual dimension.

SWK 611	Diversity in Child Welfare	3
SWK 613	Advanced Child Welfare	3
SWK 628	Advanced Child Welfare Practice: Individuals and Families	3
SWK 629	Advanced Child Welfare Practice: Systems and Groups	3
SWK 630	Advanced Practice: Organizations and Communities	3
SWK 640	Advanced Research and Program Evaluation	3
SWK 660	Advanced Practice Internship I	3
SWK 661	Advanced Practice Internship II	3

Application Admission Retention Graduation

Admission Requirements

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 (further clarified in M3.1.3): 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 a statement of spiritual journey and statement of faith that is included in the initial application, reviewed by the LBC | Capital Enrollment office. Students must agree to the principles outlined in the institutional Statement of Faith. Should individuals want to discuss the Statement of Faith, they can inquire further of the Graduate Admissions team. Students who are unable to agree to the Statement of Faith are ineligible for admission to the institution.
 - 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

- 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 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.

The Admissions Process for the MSW Program has four phases:

- Application review. Once approved, the prospective student is invited to participate in a 2-hour, two-part interview.
- Interview Phase Part 1: The prospective student is invited for an online interview with the admission committee. Before the meeting, the applicant is asked to write a 1-page scholarly paper using APA 7th edition format in Microsoft Word reviewing an article as part of the interview process. Writing samples help assess graduate-level skills relating to comprehension, adaptability, critical thinking, and scholarly writing.

MSW Program applications will be processed through the Graduate Student Services office. There is no alternative application process. Additionally, each graduate program describes its own admission process. Policies and procedures for evaluating applications are in section M3.1.2.

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.

Applicants pursuing an MSW degree may request to transfer a maximum of 16 graduate credits with a maximum of four, 3-credit social work courses (12 credits) and up to 4 credits of bible and theology coursework into their master's degree program. To complete the MSW Program, a student must complete 34 credits (Advanced Standing) or 61 credits (Regular Standing) of graduate coursework. To transfer the graduate courses, the individual grade earned must be at least "B" or higher, and the course 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.

Interview Phase Part 2: After completion of the writing sample, the prospective student will meet with the admission committee for a face-to-face interview. 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.

Written notification of decision. 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.

Application Process

Once a prospective student application is received by the MSW Program Director, the 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:

- 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.
- 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.).

- The MSW Program Director forwards the applications to the MSW Program admissions committee for initial application evaluation using the following scale:

Scale:

4 (excellent candidate-recommend for interview);

3 (quality candidate-recommend for interview);

2 (additional questions needed for clarification as to the readiness for graduate study-recommend for interview with the following follow-up questions prior to the face-to-face interview); 1 (not recommended for interview at this time until satisfactory resolution of the following questions:

0 (application is insufficient and therefore a determination cannot be made at this time)

- MSW admissions committee will complete the initial evaluation and report the evaluation score to the MSW Program Director within three business days.
- The MSW Program Director will have a follow up conversation with any applicant with an evaluation score lower than 2 points. The MSW Program Director will schedule an admission interview with the applicant upon the admission committee's approval from the initial evaluation.

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 above criteria will be ranked on the following rating scale:

Scale:

4 (excellent candidate-recommend for admission);

3 (quality candidate-recommend for admission);

2 (recommend for provisional acceptance with the following conditions: _____);

1 (not recommended for admission for the following reasons:);

0 (applicant did not show for interview)

- MSW Program Director will maintain the rating scales in the applicant's electronic file.
- If accepted, the MSW Program Director will notify the applicant with an official acceptant letter both through postal and electronic mail. In addition, the MSW Program Director will follow up with the applicant by phone to inform the applicant of the decision. For applicants with contingent conditions outlined by the MSW admissions committee, the MSW Program Director will communicate the conditions to the applicant verbally and in written form. If denied acceptance, MSW Program Director will inform the applicant with an official letter of denial through both postal and electronic mail. The MSW Program Director will also attempt to contact the applicant by phone to communicate the decision to the applicant.

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. If the allocated Advanced Standing seats are filled, students may be placed on a waiting list for admission. 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.
- Due to the limited number of Advanced Standing seats, prospective students will be ranked according to the Admissions Committee scale as follows:

Scale:

4 (excellent candidate-recommend for admission);

3 (quality candidate-recommend for admission);

2 (recommend for provisional acceptance with the following conditions:);

1 (not recommended for admission for the following reasons:);

0 (applicant did not show for interview)

Once an applicant has been approved for Advanced Standing status, the MSW Program Director will notify the applicant verbally and in writing of the decision of admission. The MSW Program Director will develop an acceptance letter to be sent to the applicant. The MSW Program Director will attempt to contact the applicant by phone to provide them with the information. The MSW Program Director will also send an official letter via e-mail to the admitted student. For those applicants with contingent conditions outlined by the Admissions Committee, the MSW Program Director will communicate them to the applicant verbally and 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.

The MSW Program may encounter a need to wait list Advanced Standing applicants due to the limitations of the Program. Should this be the case, applicants will be notified of their status verbally and in writing to determine next steps.

Marriage, Couple & Family Counseling (MAMCFC) – Pennsylvania

Marriage, Couple & Family Counseling (MAMCFC)

Name of Program

Marriage, Couple & Family Counseling

Credential

Master of Arts in Marriage, Couple & Family Counseling

Introduction

The Master of Arts in Marriage, Couple & Family Counseling program will provide training that will give entry level qualifications for opportunities within marriage, couple and family counseling, eligibility to apply for state licensure in PA (Licensed Professional Counselor), and professional certification. For this degree, graduates will also be prepared to sit for the National Counselor Examination (NCE). Although not yet accredited through CACREP, the structure and content of the MA in Marriage, Couple & Family Counseling program are aligned with the CACREP 2016 Standards.

Program Purpose

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

Program Philosophy

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 our 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.

Educational Philosophy

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

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

Locations offered

Lancaster, PA

Program Director

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

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

Faculty List

Resident Faculty:

Ryan M. Kuehner, Ph.D.
 Freeman M. Chakara, PsyD
 Judson C. Buckwalter, MA, LPC, ACS
 Melissa Boas, MEd
 Praveen Rudra, MA

Adjunct and Visiting Faculty:

Arwa Nye, MEd
 Daniel Grubb, MA
 James Johnson, DMin
 Jon Shacklett, MA, LPC, ACS
 Justin D. Charles, PsyD
 Joshua Irvine, MA, LPC
 Justin Steele, PsyD
 Kimberly Blest, MA, LPC
 Olivia Murrin, MA, LPC
 Ruth Chang, PsyD
 Sean Dougherty, MS, MEd
 Shiree Stuart, PsyD

Program Core Competencies

The Master of Arts in Marriage, Couple & Family Counseling Program will equip students for the field of counseling by developing:

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.

MAMCFC Curricular Structure/Degree Requirements

- Intro to Professional Counseling Core Courses
- Professional Core Courses
- Advanced Marriage, Couple & Family Counseling Courses
- Professional Counseling Practice Courses
- Electives

Intro to Professional Counseling Core Courses	15
Professional Core Courses	18
Advanced Marriage, Couple & Family Counseling Courses	15
Professional Counseling Practice Courses	9
Electives	3
Program total	60 credits

Competency 1

Recognize the history, development, legislation, government policy, ethics, professional identity development of counselors within the context of marriage, couple, and family counseling.

CPS 501	Orientation to Professional Counseling Identity, Function & Ethics	3
CPS 508	Counseling Skills in Helping Relationships	3
CPS 530	Professional Ethics and Legal Issues in Counseling	3
CPS 541	Group Counseling Leadership Skills	3
CPS 583	Multicultural Foundations of Counseling	3

Competency 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 from a biblical perspective.

CPS 508	Counseling Skills in Helping Relationships	3
CPS 515	Counseling Theory and Techniques	3
CPS 531	Psychopathology & Counseling	3
CPS 540	Marriage Counseling & Psychotherapy	3
CPS 541	Group Counseling Leadership Skills	3
CPS 550	Family Counseling & Psychotherapy	3
CPS 552	Marriage and Family Issues	3
CPS 572	Counseling Addictions	3
CPS 583	Multicultural Foundations of Counseling	3

Competency 3

Learn the application of theories and models in developing case conceptualization, etiology, treatment planning, diagnostic process, and referral within family systems and dynamics.

CPS 508	Counseling Skills in Helping Relationships	3
CPS 515	Counseling Theory and Techniques	3
CPS 531	Psychopathology & Counseling	3
CPS 540	Marriage Counseling & Psychotherapy	3
CPS 550	Family Counseling & Psychotherapy	3
CPS 572	Counseling Addictions	3
CPS 575	Counseling Children and Adolescents	3
CPS 583	Multicultural Foundations of Counseling	3
CPS 601	Professional CNS Practicum	3
CPS 602	Professional CNS Internship	3
CPS 603	Counseling Internship II	3

Competency 4

Comprehend assessments, including diagnostic interviews, genograms, family mapping, mental diagnostic status examinations, symptom inventories, and psychoeducational and personality assessments.

CPS 508	Counseling Skills in Helping Relationships	3
CPS 515	Counseling Theory and Techniques	3
CPS 531	Psychopathology & Counseling	3
CPS 540	Marriage Counseling & Psychotherapy	3
CPS 550	Family Counseling & Psychotherapy	3
CPS 572	Counseling Addictions	3
CPS 575	Counseling Children and Adolescents	3
CPS 583	Multicultural Foundations of Counseling	3
CPS 601	Professional CNS Practicum	3
CPS 602	Professional CNS Internship	3
CPS 603	Counseling Internship II	3

Competency 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.

CPS 501	Orientation to Professional Counseling Identity, Function & Ethics	3
CPS 505	Research and Program Evaluation	3
CPS 508	Counseling Skills in Helping Relationships	3
CPS 510	Human Growth and Development across the Lifespan	3
CPS 515	Counseling Theory and Techniques	3
CPS 525	Assessment Techniques in Counseling I	3
CPS 530	Professional Ethics and Legal Issues in Counseling	3

CPS 531	Psychopathology & Counseling	3
CPS 540	Marriage Counseling & Psychotherapy	3
CPS 541	Group Counseling Leadership Skills	3
CPS 550	Family Counseling & Psychotherapy	3
CPS 552	Marriage and Family Issues	3
CPS 572	Counseling Addictions	3
CPS 575	Counseling Children and Adolescents	3
CPS 583	Multicultural Foundations of Counseling	3
CPS 588	Career and Lifestyle Development	3
CPS 601	Professional CNS Practicum	3
CPS 602	Professional CNS Internship	3
CPS 603	Counseling Internship II	3

Competency 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.

CPS 508	Counseling Skills in Helping Relationships	3
CPS 515	Counseling Theory and Techniques	3
CPS 583	Multicultural Foundations of Counseling	3
CPS 601	Professional CNS Practicum	3
CPS 602	Professional CNS Internship	3
CPS 603	Counseling Internship II	3

Competency 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.

CPS 508	Counseling Skills in Helping Relationships	3
CPS 510	Human Growth and Development across the Lifespan	3
CPS 531	Psychopathology & Counseling	3
CPS 552	Marriage and Family Issues	3
CPS 572	Counseling Addictions	3
CPS 583	Multicultural Foundations of Counseling	3

Competency 8

Acquire an understanding of ethical principles and application to prospective marriage and family counseling situations that reflect an open and collaborative approach to resolve legal and ethical dilemmas.

CPS 501	Orientation to Professional Counseling Identity, Function & Ethics	3
CPS 530	Professional Ethics and Legal Issues in Counseling	3
CPS 540	Marriage Counseling & Psychotherapy	3
CPS 550	Family Counseling & Psychotherapy	3
CPS 601	Professional CNS Practicum	3
CPS 602	Professional CNS Internship	3
CPS 603	Counseling Internship II	3

Competency 9

Demonstrate understanding regarding the impact of life, gender roles, career, unemployment, under-employment, and changes in socioeconomic standing on marriages, couples, and families.

CPS 552	Marriage and Family Issues	3
CPS 583	Multicultural Foundations of Counseling	3
CPS 588	Career and Lifestyle Development	3

Competency 10

Synthesize information and knowledge into practice through supervised counseling experiences.

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

- May be taken after completing a minimum of 33 graduate credits (Tier 1 & Tier 2 courses) with a minimum GPA of 3.0, completion of the candidacy process, and passing the CPCE exam.
- 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 (i.e. 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.

Professional Counseling Internship I (CPS 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 CPS 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 (i.e. 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.

Professional Counseling Internship II (CPS 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 CPS 601 Practicum and CPS 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 (i.e. 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.

Application, Admission, Retention, and Graduation

Admission Requirements

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

- Online application form with \$40 application fee.
- Personal statement of spiritual journey and statement of faith
- Two professional references completed online by their applicant's supervisor(s) and their pastor
- Transcript of an accredited Bachelor's degree (and grad. transcripts if seeking transfer credit approval).
- The TOEFL examination is required only if English is not the applicant's native language or if the applicant has not completed a degree program taught in English. TOEFL scores must be from tests administered within two years of the application deadline. If required, their test score must meet the following minimum for admission: Paper Score 550; Computer Score 213; or Internet Score 79. The applicant's skill score in writing will also be considered in the admissions decision. The official TOEFL score report must be sent directly from the Educational Testing Service.
- Individuals seeking admission to the MA program must complete each step of the application process by submitting a complete application by:

Fall Semester Start

August 1

Spring Semester Start

December 1

Summer Semester Start

April 1

Application Process

Admissions Process

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

Interview Phase Part 1 (IP1):

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

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 MA counseling programs.

Application Response

After completion of the Interview Phase 2. The admission committee will communicate their decision to the Office of Adult Learner Services and they will communicate the decision of the committee within 7-15 days. One of the three decisions described below are possible.

Recommended admission without contingencies: The applicant is fully accepted without any noted concerns.

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.

Do not recommend admission: These applicants will be notified in writing regarding this decision.

Advanced Standing

Transfer Credit Policy: Applicants pursuing a master's degree in the professional counseling program at LBC|Capital may request to transfer a maximum of 18 graduate credits (6 courses) into their master's degree program into which they are applying. To complete the Master of Arts professional counseling programs (Addiction, Clinical Mental Health, Marriage, Couple & Family), a student must have completed 60 credits of graduate coursework. To transfer the graduate courses, the individual grade earned must be at least "B" or higher, and 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.

Pre-Program Requirements

Biblical and Theological Foundational Courses:

Students must show competencies in Bible and Theology by completing four 1-credit Biblical and Theological Foundation courses or through a transcript evaluation. Students must complete all the Biblical and Theological Foundation courses before the practicum.

Counseling Prerequisites Required before any Classes:

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

Basic Research & Statistics Course:

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

Retention

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

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

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

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

Counselor Preparation Comprehension Examination

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

Graduation

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

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)

Professional School Counseling (MEd)

Name of Program

Professional School Counseling

Credential

Masters of Education in Professional School Counseling

Introduction

The Masters of Education in Professional School Counseling PK-12 is designed to provide individuals the opportunity to pursue an integrated program of study, specifically in the field of Professional School Counseling. The program has been approved by the Pennsylvania Department of Education for public school certification.

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

Students have the option of taking 12 credits in addition to the 48-credit degree (60 credits total) to meet the Pennsylvania requirements to sit for the National Counselor Examination (NCE) and be a Licensed Professional Counselor. The structure and content of the M.Ed. School Counseling program are aligned with the CACREP 2016 Standards.

Lancaster Bible College | Capital Seminary and Graduate School offers students the option to graduate with a Master's Degree in Education upon completion of 42 credits of coursework. This degree allows students the option to still acquire a Master's Degree but not necessarily have to complete the 6 credit field placement. Students who do not complete the 6 credits of field placement will not be eligible to apply to the state for certification. The 42 credit option is optimal for students who plan to work in the private school sector which does not require PA certification. Additionally, students who graduate with the 42 credit Master's Degree in Education can begin working in a counseling setting such as family-based or mobile therapy. Students who opt for the 42 credit track will still have the option to return and pursue certification and/or licensure.

Program Purpose

The Professional School Counseling major will provide training that will grant students the opportunity to seek PA public school certification and state licensure as a Licensed Professional Counselor.

Program Philosophy

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. Guided by a curriculum that's centered on biblical truth and the American School Counseling Association Model strategies, our experientially diverse program allows students to move successfully from the classroom to the field. This program equips individuals with theological distinctiveness, contemporary scholarship and professional school counseling skills to serve within public and private education.

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.

Locations offered

Lancaster

Program Director

Melissa Boas, M.Ed. (Assistant Professor, Director)

Prior to coming to Lancaster Bible College Melissa Boas worked 12 years in public education as a former middle school and high school counselor, and a supervisor of school counseling services. Melissa holds her principal certification, has a Master's degree in Social Emotional Learning, and a Master's degree in School Counseling. She is currently working on her Doctorate in Education degree. 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. Areas of instruction for Professor Boas encompass foundations of school counseling and the American School Counseling Association Model, consultation and collaboration, leadership within education, career education, and supervision. When she is not working she enjoys spending time with her husband, Joel, and three children, Joel, Jr., Luca, and Maverick.

Faculty List

Resident Faculty

Ryan M. Kuehner, Ph.D.
Praveen Rudra, MA
Melissa Boas, M.Ed.
Jon Shacklett, MA, LPC, ACS
Day Butcher

Adjunct and Visiting Faculty

Sean Dougherty, M.Ed.
Olivia Murrin, MA, LPC
Shiree Stuart, PsyD
Daniel Grubb, MA
Justin Steele, PsyD
Kimberly Blest, MA, LPC
Olivia Murrin, MA, LPC
Ruth Chang, PsyD
Joshua Irvine, MA

Program Core Competencies

The Master of Education in Professional School Counseling Program will equip students for the field of school counseling by developing:

Program Outcomes: (CACREP 2016, 5, G)

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

Professional School Counseling (MEd) Curricular Structure/Degree Requirements

Overview of Program Competencies

- Intro to Professional School Counseling Core Courses
- Professional Core Courses
- Advanced School Counseling Courses
- Professional School Counseling Practice Courses

Competencies and Credits for Each

Competencies	Credits
Intro to Professional Counseling courses	15
Professional Core Courses	18
Advanced School Counseling Courses	9
Professional school Counseling Practice Courses	6
Program Total	48

Competency 1

Recognize the history, development, legislation, government policy, ethics, and professional identity development of school counselors within the field of education.

CPS 508	Counseling Skills in Helping Relationships	3
CPS 530	Professional Ethics and Legal Issues in Counseling	3
CPS 583	Multicultural Foundations of Counseling	3
PSC 521	Foundations of School Counseling and Program Planning	3
PSC 555	Group Counseling in the Schools	3

Competency 2

Evaluate theories, models, techniques, and interventions related to a comprehensive school counseling program.

CPS 508	Counseling Skills in Helping Relationships	3
CPS 515	Counseling Theory and Techniques	3
CPS 583	Multicultural Foundations of Counseling	3
PSC 521	Foundations of School Counseling and Program Planning	3
PSC 523	Leadership and Advocacy in Education	3
PSC 526	Collaboration, Consultation, and Coordination	3
PSC 555	Group Counseling in the Schools	3
PSC 556	Career Development in Schools	3

Competency 3

Comprehend the administration, interpretation, and application of assessments specific to P-12 education.

CPS 525	Assessment Techniques in Counseling I	3
CPS 583	Multicultural Foundations of Counseling	3
PSC 526	Collaboration, Consultation, and Coordination	3
PSC 556	Career Development in Schools	3
PSC 601	Professional Service I in School Counseling	3
PSC 602	Professional Service II in School Counseling	3

Competency 4

Develop techniques to foster collaboration and consultation when working with families, personnel, agencies, and all stakeholders within the educational system.

CPS 508	Counseling Skills in Helping Relationships	3
CPS 515	Counseling Theory and Techniques	3
CPS 583	Multicultural Foundations of Counseling	3
EDU 519	Foundations & Framework for Learning	3
PSC 521	Foundations of School Counseling and Program Planning	3

PSC 523	Leadership and Advocacy in Education	3
PSC 526	Collaboration, Consultation, and Coordination	3
PSC 535	Exceptional Students: Population, Policies, & Procedures	3
PSC 555	Group Counseling in the Schools	3
PSC 601	Professional Service I in School Counseling	3
PSC 602	Professional Service II in School Counseling	3

Competency 5

Demonstrate an understanding of advocacy required to address institutional and social barriers that impede access, equity, and success for students.

CPS 508	Counseling Skills in Helping Relationships	3
CPS 515	Counseling Theory and Techniques	3
EDU 519	Foundations & Framework for Learning	3
CPS 530	Professional Ethics and Legal Issues in Counseling	3
CPS 583	Multicultural Foundations of Counseling	3
PSC 521	Foundations of School Counseling and Program Planning	3
PSC 523	Leadership and Advocacy in Education	3
PSC 526	Collaboration, Consultation, and Coordination	3
PSC 535	Exceptional Students: Population, Policies, & Procedures	3
PSC 555	Group Counseling in the Schools	3
PSC 556	Career Development in Schools	3
PSC 601	Professional Service I in School Counseling	3
PSC 602	Professional Service II in School Counseling	3

Competency 6

Exhibit comprehension of multicultural counseling competencies.

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 583	Multicultural Foundations of Counseling	3
PSC 521	Foundations of School Counseling and Program Planning	3
PSC 526	Collaboration, Consultation, and Coordination	3
PSC 601	Professional Service I in School Counseling	3
PSC 602	Professional Service II in School Counseling	3

Competency 7

Display knowledge of skills related to assessing abilities, interests, values, and personality factors related to college and career readiness.

PSC 521	Foundations of School Counseling and Program Planning	3
PSC 556	Career Development in Schools	3

Competency 8

Adherence to ethical standards of professional counseling organizations and a knowledge of credentialing bodies.

CPS 515	Counseling Theory and Techniques	3
CPS 530	Professional Ethics and Legal Issues in Counseling	3
CPS 583	Multicultural Foundations of Counseling	3
CPS 601	Professional CNS Practicum	3
CPS 602	Professional CNS Internship	3
PSC 521	Foundations of School Counseling and Program Planning	3

Competency 9

Identify risk factors and warning signs of students at risk for mental health and behavioral disorders including substance abuse.

CPS 515	Counseling Theory and Techniques	3
CPS 530	Professional Ethics and Legal Issues in Counseling	3

PSC 521	Foundations of School Counseling and Program Planning	3
PSC 526	Collaboration, Consultation, and Coordination	3
PSC 530	Exceptional Students: Populations, Policies & Procedures	3
PSC 555	Group Counseling in the Schools	3
PSC 601	Professional Service I in School Counseling	3
PSC 602	Professional Service II in School Counseling	3

Competency 10

Utilize data to inform decision making.

CPS 525	Assessment Techniques in Counseling I	3
PSC 504	Research and Program Evaluation	3
PSC 521	Foundations of School Counseling and Program Planning	3
PSC 523	Leadership and Advocacy in Education	3
PSC 525	Collaboration, Consultation, and Coordination	3
PSC 526	Collaboration, Consultation, and Coordination	3
PSC 556	Career Development in Schools	3
PSC 601	Professional Service I in School Counseling	3
PSC 602	Professional Service II in School Counseling	3

Practicum and Internships

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 & 602):

- Minimum of 700 hours
 - o Minimum of 100 direct hours Elementary
 - o Minimum of 100 direct hours Middle
 - o Minimum of 100 direct hours High
- Direct Service
 - o Minimum of 300 direct service hours
- Supervisor Evaluations
 - o Signed Supervisor Evaluation Elementary
 - o Signed Supervisor Evaluation Middle
 - o Signed Supervisor Evaluation High
- Student Site Evaluations
 - o Student Evaluation of site Elementary
 - o Student Evaluation of site Middle
 - o Student Evaluation of site High
- Observational reports (4 of the 5)
 - o Classroom lesson observation
 - o IEP/RTII/504 type meeting
 - o Group Counseling session
 - o School Board meeting
 - o Principal meeting
- Proof of ASCA membership
- Exit interview
 - o PSC 602 – graded (could result in an incomplete for the class)

Application, Admission, Retention, and Graduation

Admission Requirements

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

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

To apply online, go to the following link: [https://www.LBC | Capital.edu/capital/admissions/](https://www.LBC|Capital.edu/capital/admissions/)

Application Process

Admissions Process

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

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 us 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 M.Ed. counseling programs.

Application Response

After completion of the Interview Phase 2. The admission committee will communicate the decision to the Office of Adult Learner Services who then communicates the decision of the committee within 7-15 days.

Advanced Standing

Transfer Credit Policy:

Applicants pursuing a master's degree in the professional school counseling program at LBC|Capital may request to transfer a maximum of 18 graduate credits (6 courses) into the master's degree program into which they are applying. To complete the Master of Education in School Counseling a student must have completed 48 credits of graduate coursework. To transfer the graduate courses, the individual grade earned must be at least "B" or higher, and 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.

Pre-Program Requirements

Biblical and Theological Foundational Courses

Course Code	Course Name	Credits
BTC521 (p. 174)	Biblical Narrative - Old Testament	1
BTC531 (p. 175)	Biblical Narrative - New Testament	1
BTC561 (p. 175)	Biblical Interpretation	1
BTC571 (p. 175)	Introduction to Christian Theology	1

Students must show competencies in Bible and Theology by completing four 1-credit Biblical and Theological Foundation courses or through a transcript evaluation. Students must complete all the Biblical and Theological Foundation courses before the practicum.

Counseling Prerequisites Required before any Classes:

PSYC _____ Undergraduate course in counseling/psychology 3

PSYC _____ Undergraduate course in counseling/psychology 3

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

Basic Research & Statistics Course:

Three undergraduate credits of basic statistics coursework is required before taking PSC 504 (p. 209) - Research and Program Evaluation. For Students without a previous statistics course; they will need to take a pre-statistics assessment to assess their level of pre-statistics understanding. This assessment will be taken on a Counseling & Social Work Department computer. If the student scores a 70% or higher, they would be eligible to register for CPS 505 (p. 181) Research and Program Evaluation or PSC 504 (p. 209) Statistical Methods for School Counselors. Should they score lower than 70%, the student would be required to take MAT 216 Statistics for the Social Sciences prior to taking PSC 504 (p. 209). Students who have already taken a statistics course in their undergraduate experience in which they received a final grade of at least 70% are free to register for PSC 504 (p. 209).

Retention

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.
 - o MMPI-2: Before exiting the Pre-Candidacy phase, the student will need to obtain a personality evaluation, comprising of the Minnesota Multiphasic Personality Inventory – 2nd Edition Restructured Form (MMPI-2-RF). The student's advisor will review the results of this assessment and 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.
 - o 16-PF: The student is also required to take the 16-Personality Factors Assessment. The assessment is reviewed with the student during the candidacy interview. We utilize the Human Resource Development Report that will assess 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

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

English as Second Language PreK-12 (MEd)

English as Second Language PreK-12 (MEd)

Name of Program

English as a Second Language PreK-12 (MEd)

Credential

Degree: Master of Education

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

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

** 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 complete an additional 3 credits in ELL, unless waived by the Program Coordinator.

Introduction

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

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

Locations offered

Lancaster

Program Director

Dr. Robin Bronkema, PhD

Faculty List

Certification Officer, Field Placement Coordinator

Robert Dodson, EdD

Resident Faculty

Angela Becker, EdD

Robin Bronkema, PhD

Robert Dodson, EdD

Stacey Martin, EdD

Adjunct Faculty

E. Penny Clawson, EdD

M. Raluca Snyder, EdD

Diane Menga, MEd

Program Core Competencies

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.

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.

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

- a) clear verbal, nonverbal, and media communication
- b) reflective and responsive teaching using multiple instructional strategies
- c) implementation of a variety of assessment measures
- d) engagement of students in higher level thinking and learning,

4 - The teacher candidate will demonstrate professionalism by

- a) adhering to ethical, institutional and legal guidelines
- b) maintaining accurate records
- c) seeking opportunities to grow professionally
- d) reflecting on his/her own practice
- e) 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.

English as a Second Language (MEd) Curricular Structure/Degree Requirements

Overview of Program Competencies

The MEd in English as a Second Language is comprised of three areas: Professional Core, Program Courses, and Open Electives for a total of 39 credits.

Additionally, students must show competencies in Bible and Theology by completing four 1-credit Biblical and Theological Foundation courses or through a transcript evaluation.

Biblical and Theological Studies Courses (1 credit each)

BTC 521 (p. 174) Biblical Narrative - Old Testament

BTC 531 (p. 175) Biblical Narrative - New Testament

BTC 561 (p. 175) Biblical Interpretation

BTC 571 (p. 175) Introduction to Christian Theology

Competencies and Credits for Each

Competencies	Credits
Professional Core	15
Program Courses	21
Open Electives	3
Program Total	39

Electives

Open Elective

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

Professional Core Courses

Professional Core

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

Program Courses

Program Courses

EDU 526	Diagnostic Reading Assessment	3
EDU 529	Collaborative Team Approach	3
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

Application, Admission, Retention, and Graduation

Admission Requirements

Admissions to MEd English as a Second Language

1. Official transcript of a Bachelor's degree in Education or its equivalent
2. A cumulative GPA of 3.0 or better as documented on an official transcript from the undergraduate accredited institution *
3. A valid Pennsylvania certificate at a minimum level of Instructional I in any area.**
4. Recent (within 1 year of admissions) Child Abuse, Criminal Record, and Fingerprinting Clearances
5. Two references from individuals who can speak of the candidate's abilities in the classroom
6. Completed MEd application form and submission of required application credentials
<https://www.lbc.edu/capital/admissions/>
7. Personal interview with the Program Director

Application Deadlines:

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

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

* 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 complete 3 credits in ELL, unless waived by the Program Coordinator.

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

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

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

Advanced Standing

Retention

Retention in MEd English as a Second Language

1. Minimum Cumulative GPA = 3.0

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

If at the completion of the 4th course, the student has not raised the GPA, then the student will receive notice of academic dismissal. The student has the right to appeal through writing to the Registrar. The appeal will be considered by the appeals committee. If the appeal is denied, the student may appeal to the Provost.

Eligibility to enter Field Placement in ESL 520 Instruction & Assessment for the English Learner

1. Successful formal admission and retention in the ESL Program Specialist Certification
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

Exit Criteria - Eligibility to be Recommended for Certification

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 cooperating teacher
4. Submitted application to TIMS for PA teacher certification. See appendix.
5. The recommendation of the LBC Certification Officer

Program Completion

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

Academic Advising

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

Continuous Enrollment

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

English as Second Language PreK-12 Certification Only

ESL Certification-PK-12-Landing Page

Name of Program

English as a Second Language PreK-12 (certification only)

Credential

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

** 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.

Introduction

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

Locations offered

Lancaster

Program Director

Dr. Robin Bronkema, PhD

Faculty List

Certification Officer, Field Placement Coordinator
Robert Dodson, EdD

Resident Faculty
Angela Becker, EdD
Robin Bronkema, PhD
Stacey Martin, EdD

Adjunct Faculty
E. Penny Clawson, EdD
M. Raluca Snyder, EdD

Mrs. Diane Menga, MEd

Program Core Competencies

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.

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.

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

- a) clear verbal, nonverbal, and media communication
- b) reflective and responsive teaching using multiple instructional strategies
- c) implementation of a variety of assessment measures
- d) engagement of students in higher level thinking and learning,

4 - The teacher candidate will demonstrate professionalism by

- a) adhering to ethical, institutional and legal guidelines
- b) maintaining accurate records
- c) seeking opportunities to grow professionally
- d) reflecting on his/her own practice
- e) 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.

ESL Certification (K-12) Landing Page

English as a Second Language, Certification Only, leads to a PA ESL Program Specialist Certification (PreK-12) and no degree.

21 credits

Course List

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

Application, Admission, Retention, and Graduation

Admission Requirements

Admissions to English as a Second Language PreK-12 Certification only

1. Official transcript of a Bachelor's degree in Education or its equivalent
2. A cumulative GPA of 3.0 or better as documented on an official transcript from the undergraduate accredited institution *
3. A valid Pennsylvania certificate at a minimum level of Instructional I in any area **
4. Recent (within 1 year of admissions) Child Abuse, Criminal Record, and Fingerprinting Clearances
5. Two references from individuals who can speak of the candidate's abilities in the classroom
6. Completed MED application form and submission of required application credentials
<https://www.lbc.edu/capital/admissions/>
7. Personal interview with the Program Director

Application Deadlines:

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

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

** 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.

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

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

Retention

Retention in English as a Second Language PreK-12 certification only

1. Minimum Cumulative GPA = 3.0

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

If at the completion of the 4th course, the student has not raised the GPA, then the student will receive notice of academic dismissal. The student has the right to appeal through writing to the Registrar. The appeal will be considered by the appeals committee. If the appeal is denied, the student may appeal to the Provost.

Eligibility to enter Field Placement in ESL 520 Instruction & Assessment for the English Learner

1. Successful formal admission and retention in the ESL Program Specialist Certification
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

Exit Criteria - Eligibility to be Recommended for Certification

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 cooperating teacher
4. Submitted application to TIMS for PA teacher certification. See appendix.
5. The recommendation of the LBC Certification Officer

Program Completion

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

Academic Advising

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

Continuous Enrollment

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

Special Education PreK-8 (MEd)

Special Education PreK-8 (MEd)

Name of Program

Special Education PreK-8 (MEd)

Credential

Master of Education

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

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

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

Introduction

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

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

Locations offered

Lancaster

Program Director

Dr. Julia Hershey, DEd

Dr. Hershey has served at LBC|Capital since 2009. Her prior experiences include teaching in K-12 classrooms in the United States and overseas. She brings that experience, as well as her love for leadership and student success, to her role as director of the program. Dr. Hershey's areas of scholarship include curriculum, instruction, and teacher leadership. She loves working with graduate students as they integrate their practice with graduate studies. In the capstone Action Research class, she enjoys seeing teachers plan and implement research in their own classrooms, effecting change that impacts their professional journey as well as student learning.

Faculty List

Certification Officer, Field Placement Coordinator
Robert Dodson, EdD

Resident Faculty
Angela Becker, EdD
Diane Dick, PhD
Robert Dodson, EdD
Julia Hershey, DEd
Stacey Martin, EdD

Adjunct Faculty
Abigail Fried, MEd
Stephanie Fisher, MEd
E. Penny Clawson, EdD
M. Raluca Snyder, EdD

Program Core Competencies

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

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

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

- a) clear verbal, nonverbal, and media communication
- b) reflective and responsive teaching using multiple instructional strategies
- c) implementation of a variety of assessment measures
- d) engagement of students in higher level thinking and learning,

4 - The teacher candidate will demonstrate professionalism by

- a) adhering to ethical, institutional and legal guidelines
- b) maintaining accurate records
- c) seeking opportunities to grow professionally
- d) reflecting on his/her own practice
- e) 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.

Special Education (MEd) Curricular Structure/Degree Requirements

Overview of Program Competencies

The MEd in Special Education is comprised of three areas: Professional Core and Program Courses for a total of 39 credits.

Additionally, students must show competencies in Bible and Theology by completing four 1-credit Biblical and Theological Foundation courses or through a transcript evaluation.

Biblical and Theological Studies Courses (1 credit each)
 BTC 521 (p. 174) The Biblical Narrative - Old Testament
 BTC 531 (p. 175) The Biblical Narrative - New Testament
 BTC 561 (p. 175) Biblical Interpretation
 BTC 571 (p. 175) Introduction to Christian Theology

Competencies and Credits for Each

Competencies	Credits
Professional Core	15
Program Courses	24

Competency 1

Professional Core

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

Competency 2

Program Courses

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

Application, Admission, Retention, and Graduation

Admission Requirements

Admissions to MEd Special Education

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

Application Deadlines:

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

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

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

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

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

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

Retention

Retention in MEd Special Education

1. Minimum Cumulative GPA = 3.0

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

If at the completion of the 4th course, the student has not raised the GPA, then the student will receive notice of academic dismissal. The student has the right to appeal through writing to the Registrar. The appeal will be considered by the appeals committee. If the appeal is denied, the student may appeal to the Provost.

Eligibility to enter Apprenticeship I

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

Exit Criteria - Eligibility to be Recommended for Certification

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

Program Completion

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

Academic Advising

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

Continuous Enrollment

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

Courses

APO - Apologetics

APO 510 - Philosophy for Apologetics (3)

This course presents a Christian perspective on philosophy and its interaction with Apologetics. Students read primary source readings in philosophical texts and learn how to critique and appropriate philosophical insights for apologetics. (3 credits)

APO 515 - Old Testament in Apologetics (3)

This course explores the present challenges to the authority and interpretation of the Old Testament. It engages leading textual and historical critical scholars and provides effective apologetic answers to their objections. Subjects addressed include relation of the Old Testament to Ancient Near Eastern influences, historical reliability, archaeology, and theological development. (3 credits)

APO 540 - Christian Apologetics (3)

This course lays the foundation for advanced studies in apologetics by introducing key concepts, terms, and strategies for answering objections to the Christian faith. Students are given the basic conceptual tools for engaging philosophical and theological thought in the field of apologetics for the purpose of defending the faith and winning the lost to Christ. (3 credits)

APO 545 - New Testament Issues in Apologetics (3)

This course explores the present challenges to the interpretation and authority of the New Testament. It engages leading textual and historical critical scholars and provides effective apologetic answers to their objections. Subjects addressed included canonicity, textual transmission, historical reliability, and theological development. (3 credits)

BIB - Bible

BIB 510 - Hebrew for Ministry I (3)

The basic elements of the Hebrew language will be introduced with the major emphasis on learning how to perform essential tasks for Scripture study and teaching including, but not limited to: how to translate portions of the Hebrew Bible, perform a word study, and identify the main teaching point of a sentence or paragraph. The participant will learn how to use computer software tools to facilitate and sustain the process for a lifetime of ministry. (3 credits)

BIB 511 - Hebrew for Ministry II (3)

This course will build on the knowledge and skills acquired in BIB 510 to increase the student's ability to incorporate Hebrew into pastoral, teaching, missionary, or parachurch ministries. The participant will gain confidence in taking a portion of God's Word in Hebrew and transforming it into a sermon, devotional, book, or any other teaching tool which will edify the recipients. Emphasis will be given to discovering what is revealed in the Hebrew text that might be lost or conveyed less poignantly in an English translation. The participant will enhance his ability to use computer tools to facilitate and sustain this vital process for a lifetime of ministry, well beyond graduation. (3 credits)

BIB 515 - Greek for Ministry I (3)

This course is a study of the basic principles of biblical Greek, including basic grammar, vocabulary, and the utilization of significant Greek tools in New Testament exegesis. Pastors and other Christian servant-leaders benefit from a working knowledge of New Testament Greek in all areas of ministry. Since this course is geared towards using New Testament Greek in ministry, students will hone and deepen their study of God's Word in this class from the first week to the last. As their knowledge of Greek grows, their incorporation of it in exegesis will increase as well. Through the use of Bible software, a number of helpful tools are introduced, demonstrated, and practiced throughout the course. These tools will greatly aid students of the New Testament as they prepare sermons and Bible studies in their various ministry settings. (3 credits)

BIB 516 - Greek for Ministry II (3)

This course continues to build a foundational, conceptual knowledge of basic Greek grammar with the goal of developing greater proficiency in exegesis using the original languages. Pastors and other Christian servant-leaders benefit from a working knowledge of New Testament Greek in all areas of ministry. Since this course is geared towards using New Testament Greek in ministry, students will hone and deepen their study of God's Word in this class from the first week to the last. As their knowledge of Greek grows, their incorporation of it in exegesis will increase as well. Through the use of Bible software, a number of helpful tools are introduced, demonstrated, and practiced throughout the course. Students move from text to teaching, leveraging technology in their exegesis of biblical passages and transferring their knowledge into meaningful Bible exposition. (3 credits)

BIB 520 - Selected Topics in Old Testament Pentateuch (3)

A consideration of selected topics in the Old Testament Pentateuch, including background details, emphasizing how different periods, people, circumstances, events, and issues carried forward the initiation of God's plan for Israel. 3 credits.

BIB 521 - Selected Topics in Old Testament History (3)

A consideration of selected topics in Old Testament history, including background details, emphasizing how different periods, people, circumstances, events, and issues carried forward the outworking of God's plan for Israel and the world. 3 credits.

BIB 523 - Selected Topics in Old Testament Poetic Books (3)

A consideration of selected topics in the Old Testament poetic books, including background details, emphasizing how the content, circumstances, and character of this genre contribute to an understanding of God's plan for Israel and the world as well as man's response in life and worship. 3 credits.

BIB 525 - Selected Topics in Old Testament Prophetic Books (3)

A consideration of selected topics in the Old Testament prophetic books, including background details, emphasizing how the content, circumstances, and character of this genre contribute to an understanding of God's plan for Israel and the world. 3 credits.

BIB 529 - Current Issues in Old Testament Studies (3)

A study of various problems and issues in Old Testament studies in theological, hermeneutical, literary, ethical, biographical, and spiritual areas, with emphasis on relevance to current ministry. 3 credits.

BIB 530 - Selected Topics in the Gospels (3)

A consideration of selected topics in the Gospels, including background details, emphasizing how different periods, people, circumstances, events, and issues carried forward the outworking of the earthly life of Jesus Christ. 3 credits.

BIB 531 - Selected Topics in New Testament Epistles (3)

A study of the background, literary structure, interpretive difficulties, and theology of a select corpus from the NT Epistles. Practical application to the contemporary context is included. (3 credits)

BIB 535 - Introduction to Biblical Preaching (3)

BIB 539 - Current Issues in New Testament Studies (3)

A study of various problems and issues in New Testament studies in theological, hermeneutical, literary, ethical, biographical, and spiritual areas, with emphasis on their relevance to current ministry. 3 credits.

BIB 540 - The Land of Israel (3)

A study of the land and culture of Israel including an approved Israel tour and academic assignments. The professor(s) leading the tour will arrange with the student the work to be done in addition to the tour. A fee will be charged in addition to the cost of the tour. 3 credits.

BIB 541 - Biblical Archaeology (3)

A survey of the general history, principles, and methods of archaeology, and of selected examples of how they contribute to a better understanding of people, places and events of the Bible. 3 credits.

BIB 551 - Applied Hermeneutics: Interpretation of Narrative (3)

This course is an in depth study of the method of inductive Bible study applied to narrative texts. Special attention will be given to using the results of such study for teaching and preaching in ministry contexts.

BIB 552 - Applied Hermeneutics: Interpretation of Poetry (3)

This course is an in depth study of the method of inductive Bible study applied to poetic texts. Special attention will be given to using the results of such study for teaching and preaching in ministry contexts.

BIB 553 - Applied Hermeneutics: Prophecy (3)

This course is an in depth study of the method of inductive Bible study applied to prophetic texts. Special attention will be given to using the results of such study as the basis for teaching and preaching in ministry contexts.

BIB 561 - Seminar in Hebrew Exegesis (3)

In this course, students will develop skills in interpreting Hebrew prose and poetry. (3 credits) Prerequisites: BIB 510 & BIB 511

BIB 562 - Seminar in Greek Exegesis (3)

This course is an in depth study of Greek exegesis, focused on developing skills in interpreting New Testament epistles.

Prerequisite: BIB 515 AND BIB 516.

BIB 563 - The Use of the Old Testament in the New Testament (3)

This course is an in depth study of the New Testament's use of the Old Testament. Various approaches to explaining the New Testament's use of the Old Testament will be examined. The course will include detailed interaction with a number of specific New Testament citations of the Old Testament.

BIB 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 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 521 - Biblical Narrative - Old Testament (1)

This course offers an overview of the Old Testament portion of the biblical narrative, including an examination of themes such as creation, fall, and redemption. The distinctive contribution of each stage of biblical history to that overarching narrative is considered. Special attention will be given to how the biblical narrative provides insight into a Christian understanding of our place in that story. (1 credit)

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 531 - Biblical Narrative - New Testament (1)

This course offers an overview of the New Testament portion of the biblical narrative, including an examination of themes such as redemption and consummation. The distinctive contribution of each stage of biblical history to that overarching narrative is considered. Special attention will be given to how the biblical narrative provides insight into a Christian understanding of our place in that story. (3 credit)

BTC 533 - Biblical Narrative - New Testament (3)

This course offers an overview of the New Testament portion of the biblical narrative, including an examination of themes such as redemption and consummation. The distinctive contribution of each stage of biblical history to that overarching narrative is considered. Special attention will be given to how the biblical narrative provides insight into a Christian understanding of our place in that story. (3 credits)

BTC 561 - Biblical Interpretation (1)

This course provides a focus on how to read and understand the Bible. Special emphasis is given to contemporary hermeneutical issues. Attention is also given to the use of tools to implement the practice of hermeneutics, focusing on epistolary literature. Several texts are studied that contribute to our understanding of Christian engagement with culture. (1 credit)

BTC 563 - Biblical Interpretation (3)

This course provides a focus on how to read and understand the Bible. Special emphasis is given to contemporary hermeneutical issues. Attention is also given to the use of tools to implement the practice of hermeneutics, focusing on epistolary literature. Several texts are studied that contribute to our understanding of Christian engagement with culture. (3 credits)

BTC 571 - Introduction to Christian Theology (1)

This course introduces the student to the method and central concepts of Christian theology. Special attention will be given to how the various theological topics help us understand the world (its origin and goal), humanity (the image of God and humanity's fallen state; its individual and corporate nature), redemption (salvation and life together in the church), and eschatology (how the future shapes our present life and perspective). (1 credit)

BTC 573 - Introduction to Christian Theology (3)

This course introduces the student to the method and central concepts of Christian theology. Special attention will be given to how the various theological topics help us understand the world (its origin and goal), humanity (the image of God and humanity's fallen state; its individual and corporate nature), redemption (salvation and life together in the church), and eschatology (how the future shapes our present life and perspective). (3 credits)

CFM - Children & Family Ministry

CFM 501 - Foundations of Children and Family Ministry (3)

The biblical, historical and philosophical principles of Children's Ministry are examined and applied. Attention is given to the development of a ministry philosophy and vision that will strengthen Children and Family Ministry in the local church. Models of ministry will be examined, developmental and age-characteristics appraised, and the teacher/learner process explored. This course is designed to investigate the merits of ministering to children in the context of the family. 3 Credits.

CFM 502 - Spiritual Formation of Children and Families (3)

Serving as an introduction to the pastoral care needs of children and families, this course explores the stages of childhood development and their impact on counseling children and families. A cursory examination of topics will be explored such as the special needs of children, qualities of healthy families, ministry to divorced and blended families, counseling abused children and caring for children and families encountering grief. This course is designed to teach skills that will enable ministry leaders to address the concerns that a parent or teacher may have about a child's emotional, spiritual or psychological well-being. Life situations will be addressed in the class. 3 Credits.

CFM 503 - Missional Families in a Global World (3)

Targeting the role of the Children's Ministry leader, this course examines strategies for effective management and leadership of Children and Family Ministry. Attention will be given to the personal qualities and skill areas germane to effective leadership. Principles of team building and equipping will be taught and demonstrated. Students will participate in case studies focused at problem-solving and team building. Each student is expected to participate in a hands-on ministry experience. 3 Credits.

CFM 504 - Global Children's Ministry (3)

This course is designed to study the aspects of spiritual formation in the lives of children in the familial context. The cognitive, social, emotional, and physical characteristics of children, birth to age twelve, are considered in detail. The principles of evangelism and discipleship on the life of a child will be studied in conjunction with developmental stages. Students will examine children's spirituality through library research, exploratory observation, and interviewing of children, teachers, and/or parents in church, parachurch, and/or home contexts. 3 Credits.

CFM 506 - Global Children and Family Ministry (3)

This course is designed to provide a basic understanding of and framework for global ministry to children and families. Students will prepare to effectively advocate for children as they explore a variety of issues placing children and families at risk in our world today. This course will also explore biblical and practical issues raised in the evangelism and discipleship of non-Christian children. The emphasis throughout will be on developing a holistic ministry to children that connects the church to community.

CFM 507 - Foundations of Children and Family Ministry (3)

CFM 508 - Spiritual Formation of Children and Families (3)

CFM 509 - Missional Families in a Global World (3)

CFM 590 - Independent Study (3)

This independent study course is for those rare exceptions when a student may have an interest in an area of study related to his/her ministry that is not covered by the curriculum. This independent study course is for those occasions when a student may have an interest in an area of study related to his/her ministry that is not covered by the curriculum. Please contact your advisor or the Graduate School Office for additional information. 3 credits.

CFR - Formational Leadership

CFR 501 - Eugene Residency (0)

CFR 502 - International Experience (0)

CFR 503 - Hawaii Experience (0)

CHC - Christian Care

CHC 505 - Foundations for Christian Care (3)

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 (3)

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 CPS510GN OR CPS510GN OR CPS510N OR CPS515 OR CPS515GN OR CPS515N OR CPS525 OR CPS525N OR CPS530 OR CPS530N OR CPS531 OR CPS531GN 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).

EDU - Education

EDU 519 - Foundations & Framework for Learning (3)

This course is designed to provide a theoretical and practical framework for creating effective instruction. The biblical worldview is the foundation for the analysis of each learning theory and the components of the instructional plans. It will include a study of human learning with a procedure for planning, delivering, and evaluating instruction. Students will develop a rationale for instructional plans with appropriate outcomes, resources, procedures, and assessments. (3 credits)

EDU 526 - Diagnostic Reading Assessment (3)

A review of the instruments for the accurate assessment and preparation of intervention for the literacy needs of students in the classroom is included in this course. Emphasis is placed on the selection and application of the appropriate tools, programs, materials, strategies, and techniques available for classroom use. Consideration is given to students with special needs. (3 credits)

EDU 529 - Collaborative Team Approach (3)

This course will examine each of these roles played by educators, other professionals, and parents involved in the educational process for students with specific needs in the classroom. Emphasis will be placed on the skills to facilitate effective communication and collaboration among team members. (3 credits)

EDU 550 - Socio-Cultural Perspectives on Education (3)

A socio-cultural perspective provides the lens through which students will look at education. A review of historical events and people will illuminate the state of schooling today. Various theories will aid in understanding the ramifications that education holds for the students, families, and all of society. (3 credits)

EDU 560 - Teacher's Life and Work (3)

This course will take a more theoretical and philosophical look at who teachers are and what teachers do. Personal reflection and development of action plans will allow the student to personalize the content to his/her experiences and goals. Students will examine teaching, learning and education through the lens of a biblical worldview. Students will develop confidence in who they are called to be as teachers. (3 credits)

EDU 570 - Apprenticeship I (3)

This culminating apprenticeship is the field placement component for the student. Sometimes called student teaching or practice teaching, this experience will take place over two semesters. A college assigned supervisor will provide frequent observations and check-ins with the student. Additionally, the student will participate in a seminar that meets on a regular basis for the purpose of professional development. The student must complete both Apprenticeship I and II at LBC over the course of an academic year. (3 credits)

Prerequisite: (SPE505).

EDU 580 - Apprenticeship II (6)

This culminating apprenticeship is the field placement component for the student. Sometimes called student teaching or practice teaching, this experience will take place over two semesters. A college assigned supervisor will provide frequent observations and check-ins with the student. Additionally, the student will participate in a seminar that meets on a regular basis for the purpose of professional development. The student must complete both Apprenticeship I and II at LBC over the course of an academic year. (For BS/MEd students: EDU 580 6 credits/ For MEd students: EDU 585 3 credits)

Prerequisite: (EDU570 AND SPE505).

EDU 585 - Apprenticeship II (3)

This culminating apprenticeship is the field placement component for the student. Sometimes called student teaching or practice teaching, this experience will take place over two semesters. A college assigned supervisor will provide frequent observations and check-ins with the student. Additionally, the student will participate in a seminar that meets on a regular basis for the purpose of professional development. The student must complete both Apprenticeship I and II at LBC over the course of an academic year. (For BS/MEd students: EDU 580 6 credits/ For MEd students: EDU 585 3 credits)

Prerequisite: (EDU570 AND SPE505).

EDU 598 - Seminar in Action Research (3)

This seminar course introduces students to the field of educational research, particularly action research. Best practices in research will be discussed as well as the ethical responsibilities. Students in the seminar course will design their action research project. (3 credits)

EDU 599 - Project in Action Research (3)

This seminar course entails the implementation of the action research project in coordination with their field placement supervisor. Students will then present their findings and complete an action research report for supervisor and peer review. (3 credits)

Prerequisite: (EDU598).

ESL - Education

ESL 500 - Culture and Communication (3)

Cultural bias and culture identity are among the topics to be explored in this course. Students will review the strategies for developing effective techniques for communication between home and school, eliminating cultural prejudices, stereotypes and integrating a multicultural perspective in schools. 3 credits.

ESL 515 - Language and Literacy Development for the English Learner (3)

Students will review theories of language and literacy development and how they are reflected in the education process. Methods, strategies, and current trends in literacy instruction will be examined according to the stages of literacy development. The course will apply language and literacy development characteristics to populations of English language learners. 3 credits

ESL 517 - Language Foundations for Teachers (3)

This course provides an introduction to language systems (phonology, morphology, syntax, pragmatics, and semantics) as they relate to practical English language teaching. Emphasis is given to the roles of pragmatics, grammar, and pronunciation in the development of communicative competence. Students explore these language systems through interactive methods designed to simulate teaching in a language classroom. 3 credits

ESL 520 - Instruction and Assessment for the English Learner (3)

This course will present methods of assessment and instruction for the English Learner with emphasis on developing literacy skills in reading, writing, speaking and listening. Various methods of instruction and assessment will be analyzed. Students will develop a philosophy of instruction and assessment for the culturally and linguistically diverse students. Through field experience, students will practice observation and instructional skills. 3 credits

ESL 590 - ESL Internship and Seminar (3)

ESL 610 - ESL Internship & Seminar (3)

This course is a supervised field experience of 40 hours in a setting appropriate for the student's program and career goals. Students will also participate in activities that promote reflective thought, action plans, and demonstration of dispositions, knowledge, and skills for the teacher in culturally and linguistically diverse classrooms. (3 credits)

GPC - Professional Counseling, Maryland

GPC 501 - Orientation to Professional Counseling Identity, Function & Ethics (3)

Orientation to the field of professional counseling requires a thorough understanding of professional identity and current professional issues related to counselor functioning in a variety of settings. This course introduces students to concepts regarding the professional functioning of licensed professional counselors including history, roles, professional organizations, standards, and credentialing. Current issues in the practice of counseling in a variety of professional settings and current labor market information relevant to opportunities for practice are explored with a focus on Clinical Mental Health Counseling. Students will be introduced to the core requirements, multicultural competencies, and spiritual/religious competencies necessary to become a counselor. Students are also introduced to program policies, graduate-level writing and APA style. Course Prerequisite(s) - None

GPC 505 - Research and Program Evaluation (3)

This course introduces research and program evaluation in the field of counseling. Emphasis is placed on gaining the knowledge necessary to evaluate and apply the conclusions of published research to advance the counseling profession. Students will be introduced to a variety of research strategies in order to assist in evaluating and incorporating relevant findings in counseling practice and program evaluation. To that end, basic knowledge of research methodology, research design, sampling, measurement, statistics, and ethical and multicultural issues for conducting research will be addressed. Course Prerequisite(s) - None

GPC 508 - Counseling Skills in Helping Relationships (3)

This course provides foundational skills education and training for helping relationships. The focus of the course is to engage students in developing and practicing basic counseling skills through demonstration, discussion, participation in skills practice, video captured role plays and individual and peer supervision. Attention will be given to relationship and rapport building, basic case conceptualization and goal and objective setting, setting session agenda and session planning. Analysis of counseling skills and abilities in relationship building will be assessed. Course Prerequisite(s) - None

GPC 510 - Human Growth and Development Across the Lifespan (3)

This course provides an overview of contemporary theoretical perspectives regarding the nature of developmental needs and tasks from infancy through late adulthood, the influences of development on mental health and dysfunction and the promotion of healthy development across the human lifespan. The special tasks, challenges, and concerns for age-stage related issues will be evaluated and discussed while emphasizing the physical, mental, emotional, intellectual and spiritual growth of the individual. Course Prerequisite(s) - GPC 501, GPC 508, GPC 530, and GPC 583

Prerequisite: (GPC501 OR GPC501N OR GPC508 OR GPC508N OR GPC530 OR GPC530N OR GPC583 OR GPC583N).

GPC 514 - Psychopharmacology (3)

This course will consider the manner in which the human body intakes, absorbs, and excretes substances known as street drugs, prescription medications, and common dietary substances which impact the psychological balance of the individual. The impact of medication or street drugs upon physical and psychological well-being of the counselee and how it factors into treatment will also be considered. 3 credits.

GPC 515 - Counseling Theory and Techniques (3)

This course presents an overview of major counseling theories and the techniques and practices associated with those theories. Student experiences shall include an examination of the historical development of affective, behavioral, and cognitive theories, and the application of theoretical material to case studies. Students will be exposed to models of counseling that are consistent with current professional research and practice in the field and begin to develop their own theoretical approach to clinical mental health counseling. Course Prerequisite(s) - GPC 501, GPC 508, GPC 530, and GPC 583

Prerequisite: (GPC501 OR GPC501N OR GPC530 OR GPC530N OR GPC508 OR GPC508N OR GPC583 OR GPC583N).

GPC 517 - Biopsychology (3)

This course provides students with a clinically oriented understanding of the biological bases of behavior. Beginning with an accessible geography of the nervous system, students will learn how brain structures, systems, and functions inform human action. Topics covered include the philosophical and theoretical underpinnings of neuroscience, brain organization, neurons, neurotransmitters, the central nervous system, the peripheral nervous system, the limbic system, psychological disorders, and psychopharmacology. Clinical integration is explored through the application of major theoretical approaches to anxiety, depression, stress, and addiction. Course Prerequisite(s) - GPC 501, 508, 530, and 583 or Advisor approval

Prerequisite: (GPC501 OR GPC508 OR GPC508N OR GPC530 OR GPC530N OR GPC501N OR GPC583 OR GPC583N).

GPC 525 - Assessment Techniques in Counseling (3)

Assessment Techniques in Counseling introduces students to the appraisal, assessment, and testing of individuals in a multicultural society. This course develops competencies in selecting, administering, and interpreting measures of intelligence, aptitude, achievement, interest, personality and spirituality/religiosity for children, adolescents, and/or adults. Comprehension and application of basic concepts of standardized and non-standardized testing and other assessment techniques, including norm-referenced and criterion-referenced assessment, environmental assessment, performance assessment, inventory methods, psychological testing, and behavioral observations are examined. Social and cultural factors related to specific populations are discussed. Course Prerequisite(s) - GPC 501, 508, 530, 583, and 505

Prerequisite: (GPC501 OR GPC501N OR GPC508 OR GPC508N OR GPC530 OR GPC530N OR GPC505 OR GPC583 OR GPC583N).

GPC 530 - Professional Ethics and Legal Issues in Counseling (3)

This course is designed to provide an overview of the ethical and legal practices in the field of counseling, with a specific focus upon the professional issues of practice including practice specializations. The Codes of Ethics of national and professional counseling organizations will be reviewed. An overview of the state/local statutes that govern the practice of counseling will also be provided. A study of ethical principles as they apply to situations of counseling will be conducted by means of investigating the standards and their dimensions of application through case study. Students will be expected to grow in their level of judgment for decision-making in the context of ethical dilemmas and challenges. Course Prerequisite(s) - None

GPC 531 - Psychopathology & Counseling (3)

This course introduces the major psychiatric diagnoses included in the current Diagnostic and Statistical Manual of Mental Disorders (DSM) with an overview of the principles of etiology, diagnosis, treatment planning and prevention of mental and emotional disorders and dysfunctional behavior. This also includes professional identification, ethical and legal issues, mental health disparities and the contribution of race/ethnicity, gender, and religion to misdiagnosis. Through the use of case studies and role plays students will develop skills in gathering relevant information to diagnose mental disorders. Course Prerequisite(s) - GPC 501, 508, 530, and 583

Prerequisite: (GPC501 OR GPC501N OR GPC508 OR GPC508N OR GPC530 OR GPC530N OR GPC583 OR GPC583N).

GPC 541 - Group Counseling Leadership Skills (3)

This is a clinical course designed to give students a didactic and experiential introduction to theory, practice, and treatment in group counseling. The course will cover the theoretical foundations of group counseling and group work, contemporary theories, and group counseling leadership skills including group selection, group formation, group interventions, and group evaluation. Course Prerequisite(s) - GPC 508 and GPC 515

Prerequisite: (GPC508 OR GPC508N OR GPC515 OR GPC515N).

GPC 545 - Marriage & Family Counseling (3)

This course offers an in-depth analysis of marriage and family relationships. The emphasis is on understanding family and other systems theories, the structure and function of marriage, stages of family development, and models of family and systemic interventions. Considerations from a historical perspective are presented along with current developments within marriage and family systemic models. Course Prerequisite(s) - GPC 508, GPC 515

Prerequisite: (GPC508 OR GPC508N OR GPC515 OR GPC515N).

GPC 555 - Advanced Techniques of Counseling (3)

This course is an in-depth exploration of the Cognitive-Behavioral approach to the treatment of mental and emotional disorders. Through a combination of didactic and experiential elements that will include lectures, discussions, student presentations, and small group work students will apply the Cognitive-Behavioral approach to the etiology, assessment, and treatment of individuals with maladaptive behaviors and/or psychological disorders. Theory, interventions, and research in Cognitive-Behavioral treatments will be explored at length. Topics include cognitive-behavioral therapy for mood and personality disorders, integrating research into practice, and utilizing outcome measures to assess effectiveness. Course Prerequisite(s) - GPC 515, GPC 517, GPC 531

Prerequisite: (GPC515 OR GPC515N OR GPC517 OR GPC531 OR GPC531N).

GPC 565 - Clinical Mental Health Counseling (3)

GPC 572 - Counseling Addictions (3)

Students in this course are introduced to the concept of addiction, its effects on individuals, families communities, and current treatment approaches and modalities. Theories and etiology of addiction and addictive behavior and the neurobiological and medical foundation and etiology of addiction and co-occurring disorders provide a foundation for navigating this complex problem. Both substance use and process addictions will be explored. Major theoretical approaches to treatment will be reviewed with an emphasis on applying Motivational Interviewing techniques. The latest research on addiction will be integrated to understand relevant cultural factors, the empirically supported role of wellness and spirituality in the addiction recovery process, and opportunities for prevention. Course Prerequisite(s) - GPC 515, GPC 517, GPC 531

Prerequisite: (GPC515 OR GPC515N OR GPC517 OR GPC531 OR GPC531N).

GPC 583 - Multicultural Foundations of Counseling (3)

This social and cultural diversity course is focused on preparing students to practice competent multicultural counseling. Issues such as race, ethnicity, gender, age, spirituality and religion, psycho-sexual orientation, mental and physical characteristics, and social and cultural norms are examined as they relate to the overarching context of relationships and human development. The influences of culture, subculture, and socioeconomic status on the counseling relationship are explored. Theories of multicultural counseling, identity development, pluralistic trends, and systems-oriented intervention strategies (couple, family, group, and community) are considered. Counselor cultural self-awareness and the role of counseling in eliminating biases, prejudice, oppression, and discrimination are emphasized. Course Prerequisite(s) - None

GPC 585 - Trauma-Informed Counseling (3)

Trauma results from an event, series of events, or set of circumstances experienced by an individual as physically or emotionally harmful or life-threatening. Lasting adverse effects undermine mental, physical, social, emotional, and spiritual well-being. This course explores the effects of crisis, disasters, and trauma on diverse individuals across the lifespan, and the impact of crisis and trauma on individuals with mental health diagnoses. Crisis intervention and community-based strategies are reviewed. Students then delve into the concept of trauma-informed care. A trauma-informed approach to counseling frames many problem behaviors as understandable attempts to cope with traumatic experiences and aims to avoid re-victimizing the client by maximizing the survivor's choices and control over the healing process. Course Prerequisite(s) - GPC 515, GPC 517, GPC 531

Prerequisite: (GPC515 OR GPC515N OR GPC517 OR GPC531 OR GPC531N).

GPC 588 - Career and Lifestyle Development (3)

This course provides an overview of career development and counseling including the study of factors influencing career development, contemporary theories of career decision-making, career assessment and group and individual career counseling techniques. Life-long processes that influence work values, occupational choice, the creation of career patterns, career identity, and patterns of work adjustment will be explored against the backdrop of current research. Course Prerequisite(s) - GPC 501, 530, 583, 508

Prerequisite: (GPC501 OR GPC501N OR GPC530 OR GPC530N OR GPC583 OR GPC583N OR GPC508 OR GPC508N).

GPC 601 - Counseling Practicum (3)

As the first entry-level professional practice course, practicum provides a supervised clinical experience through which students: apply theory to practice; solidify basic counseling skills, and become familiar with professional activities and resources. Observation of experienced counselors, audio/video recordings, individual supervision, and peer feedback support learning as students work with clients from their community. A supervised seminar, emphasizing the integration of professional knowledge and development of self-awareness, underpins this field-based experience. The Practicum field-based experience totals 100 clock hours over a full academic term (including at least 40 clock hours of direct service). A grade of B or higher is required to complete this course and advance to Internship. Course Prerequisite(s) - 1st and 2nd Tier Courses, Candidacy status, GPA > 3.0, and Advisor approval

Prerequisite: (GPC501 OR GPC501N OR GPC505 OR GPC508 OR GPC508N OR GPC510 OR GPC510N OR GPC515 OR GPC515N OR GPC525 OR GPC525N OR GPC530 OR GPC530N OR GPC531N OR GPC541 OR GPC541N).

GPC 601C - Counseling Practicum I Continuation (0)

GPC 602 - Counseling Internship I (3)

As the second entry-level professional practice course, Internship I is a supervised clinical experience, relevant to Clinical Mental Health Counseling, through which students continue to: apply theory to practice; move toward mastery of counseling skills; gain confidence with professional activities and resources. Supervised clinical work, audio/video recordings, individual supervision, and peer feedback support learning as students work with clients from their community. A supervised seminar, emphasizing the integration of professional knowledge and development of self-awareness, underpins this field-based experience. The Internship field-based experience totals 600 clock hours (including at least 240 clock hours of direct service) over two semesters. A maximum of 400 hours may be credited during this course. A grade of B or higher is required to complete this course. Course Prerequisite(s) - GPC 601, GPA > 3.0, and Advisor approval

Prerequisite: (GPC601 OR GPC601N).

GPC 602C - Counseling Internship Continuation (0)

Prerequisite: (GPC602 OR GPC602N).

GPC 603 - Counseling Internship II (3)

As the last of three entry-level professional practice courses, Internship II continues to provide a supervised clinical experience, relevant to Clinical Mental Health Counseling, through which students continue to: apply theory to practice; move toward mastery of counseling skills; gain confidence with professional activities and resources. Supervised clinical work, audio/video recordings, individual supervision, and peer feedback support learning as students work with clients from their community. A supervised seminar, emphasizing the integration of professional knowledge and development of self-awareness, underpins this field-based experience. The Internship field-based experience totals 600 clock hours (including at least 240 clock hours of direct service) over two semesters. A maximum of 400 hours may be credited during this course. A grade of B or higher is required to complete this course. Course Prerequisite(s) - GPC 602, GPA > 3.0, and Advisor approval

Prerequisite: (GPC601 OR GPC601N OR GPC602 OR GPC602N).

GPC 603C - Counseling Internship II Continuation (0)

LSP - Leadership Studies

LSP 501 - Leadership Theory & Practice (3)

An introduction to and comprehensive understanding of leadership theory, research, and practice from an interdisciplinary perspective. Lectures, small group assignments, case studies, and experiential exercises are utilized. 3 credits.

LSP 502 - Development of Organizational Leadership (3)

A comparison and contrast of current leadership procedures with the Biblical concept of leadership including the character and skills necessary for a servant-leader. Emphasis is placed on group dynamics, supervision, and development of other leaders. 3 credits.

LSP 503 - Psychology of Leadership (3)

An analysis of leadership psychologies through a review of historical and contemporary leaders, leadership literature, and prevailing psychological theories. The course utilizes lecture, handouts, and guided discussions on selected topics, simulated skill building exercises, written assignments, and films.

LSP 504 - Change, Power, & Conflict Management (3)

A consideration of Biblical management methods necessary for effecting change, utilizing power, and resolving conflict. 3 credits.

LSP 505 - The Leader as Communicator (3)

This course provides an examination of the models and patterns of effective communication for varying leadership contexts. Communication approaches and processes for organization-wide, board, committee, team, and individual settings are considered. 3 credits.

LSP 507 - The Sociology of Leadership (3)

An examination of the research and theories about exercise of leadership in contemporary social organizations, including social change. An examination of the social nature and structure of churches and nonprofit organizations will also be examined. 3 credits.

LSP 509 - Leadership Style Analysis (3)

A comparison and contrast of current leadership styles, the identification of the student's personal leadership style, and effectiveness with various groups of men, women, children, and youth. 3 credits.

LSP 510 - The Leader's Life & Work (3)

This course examines the pivotal issues that leaders face as they try to balance personal lives with public lives, and personal convictions and values with the demands of their position. Included in this study are topics such as the leader's call and competencies, life-long learning habits, critical values and choices, and common stumbling blocks to leadership. 3 credits.

LSP 511 - Leadership of Groups & Organizations (3)

Analysis of the purpose and function of committees, clubs, associations, groups, and organizations and the leadership requirements necessary for effective functioning. 3 credits.

LSP 512 - Church Culture & the Role of Women in Leadership (3)

The purpose of this course is to examine the various perspectives on the role of women in leadership in the church. Biblical, historical and contemporary cultural issues will be considered in an effort to create a theological and philosophical perspective on the leadership role of women in the church. Biblical passages will be studied and discussed in order to see the connections between the principles and practices of scripture. A key factor in the class will be the creation of an irenic spirit of interaction that will facilitate open discussion and dialogue. 3 credits.

LSP 515 - Current Issues in Leadership (3)

An exploration of the Biblical foundations for leadership studies and an analysis of current issues in the light of Biblical truth. 3 credits.

LSP 580 - Leadership Seminar (3)

A seminar in leadership style, process, and implementation with a focus on developing biblical qualities, designing team ministry, and solving common problems in Christian leadership. 3 credits.

LSP 590 - Independent Study (3)

This independent study course is for those occasions when a student may have an interest in an area of study related to his/her ministry that is not covered by the curriculum. Please contact your advisor or the ILEAD Services Office for additional information. 3 credits.

LSP 901 - Empirical Research I: Critical Inquiry and Research Design (4)

This course explores critical thinking and reflection processes and then applies those concepts to research evaluation and interpretation. Students develop the knowledge, skills, and disposition for critical inquiry and research development, preparation, analysis, interpretation, and evaluation.

LSP 902 - Biblical and Theological Foundations of Leadership (4)

This course examines biblical and theological themes that directly impact leadership practice. This course builds a theological and ethical foundation for the practice of leadership. Students learn to think theologically about theories, issues, and concepts drawn from the disciplines of leadership, education, and the social sciences. A framework for integrative thinking is developed.

LSP 903 - Character and Ethics in Leadership (4)

This course is an examination of the qualities of a biblical servant leader, essential character qualities for effective leadership, and principles for ethical decision-making. This course provides a study of the inherent complex of attributes that determine a person's moral and ethical actions and reactions. Ethical dilemmas will be considered in case study format to aid students in applying ethics to management and leadership decisions.

LSP 904 - Personality and Developmental Theory (4)

This course provides a review of major personality and developmental theories and their potential application to leadership, education and discipleship. Course content includes an analysis of each theory's worldview assumptions, scientific worthiness and potential contribution to leadership and instruction.

LSP 905 - Teaching & Learning: Theory and Practice (4)

This course is an examination of major theories of learning and their application to teaching methodology and curriculum design. The course provides an understanding of the role of teaching and learning in the process of leadership practice and leader development. Additionally, this course prepares students for teaching in a Christian higher education context.

LSP 906 - Leadership and Management Theory (4)

This course provides a critical examination of historic and contemporary leadership theories, principles and practices in the light of biblically-based models and criteria for leadership and management. This course also includes an analysis of each theory's worldview assumptions, scientific worthiness and potential contribution to leadership and organizational development.

LSP 907 - Team Dynamics (4)

This course is a study of group theory and team processes and their application to organizational leadership. Team dynamics, team development and the role of the team leader are examined.

LSP 908 - Empirical Research II: Research Problem and Literature Review (4)

This is the second course in a series of three research methods seminars designed to develop research proficiency necessary for the development and implementation of the research prospectus. In this seminar, students will gain an understanding of the research process including the identification of a research problem, the development of a literature review, and the design of research study. Students produce three dissertation profiles with view to the development of a research Prospectus and a literature review.

LSP 909 - Organizational Theory and Development (4)

This course provides a review of theoretical approaches to management and the development of organizations. It includes an analysis of each theory's worldview assumptions, scientific worthiness and potential contribution to leadership and organizational development. Students gain skills in the analysis of organizational culture, communication processes, and staff training.

LSP 910 - Empirical Research III: Prospectus and Instrument Development (4)

This course is the final in a three course series designed to develop the research proficiency necessary for the development and implementation of the research prospectus. It provides an overview of survey research and research instrument design. It covers the process of questionnaire design, providing students with an opportunity to create and revise their own questionnaire and critique instruments used in educational and leadership research.

LSP 911 - Change, Power, and Conflict (4)

This course provides an analysis of the change process, the role of power and authority, and the process of conflict management and resolution.

LSP 912 - Comprehensive Exams (0)

Comprehensive examinations involve a series of individualized research questions incorporating and expanding upon the findings of doctoral course work. Doctoral students must complete the comprehensive examinations successfully before the prospectus can be approved and dissertation data gathering can begin.

LSP 912C - Comprehensive Exams Continuation (0)**LSP 913 - Prospectus: Chapters 1-3 (4)**

After completing comprehensive exams (one of which is dissertation related), the student develops a Prospectus that will present the student's research questions and strategy. The student's Dissertation Committee supervises the Dissertation writing process including the writing of the Prospectus. The student defends the Prospectus in an open hearing. The student cannot begin dissertation research until the Dissertation Committee accepts the Prospectus.

LSP 913C - Prospectus Continuation (0)**LSP 914 - Dissertation (12)**

The student implements the research design submitted and approved in LSP913 Prospectus Defense: Chapters 1-3. Data are collected and dissertation conclusions developed. The student writes and defends the final dissertation product. The process of writing the Dissertation is not a sudden enterprise, but a progressive investigation of a line of empirical inquiry begun in the research seminars. Students first encounter the empirical research model in the first term during the Critical Inquiry and Research Design course. Through seminar course work, students continue to identify potential research questions. In the Empirical Research seminars, the student receives formal training in research methodologies. As the student progresses through the sequence of required seminars, each student will develop their study of the literature base related to their intended dissertation topic. In the final Empirical Research seminar, students gain skills in instrument design, data collection, and the selection of statistical techniques. Based on these seminars, the student completes the "Prospectus" described above. Once approved, the student embarks on the dissertation research and writing task.

LSP 914C - Dissertation Extension (0)

MFL - Formational Leadership

MFL 501 - Self-Care for the 21st Century Leader (3)

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 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 Course (4)

This seminar explores the issues and debate surrounding the integration of faith and learning in the fields of psychology and theology. Special attention is given to the place of psychological theory and research findings in ministry care and counseling. Students examine several different perspectives on counseling and ministry care. Students explore the concepts of common grace, general revelation and empirical research as sources of truth. Students wrestle with the integration of psychological theory in ministry. 4 credits.

MIN 821D - Ministry Care and Counseling Through Small Groups (4)

This course will focus on the biblical foundations of small group ministry and the strategies for building a small groups ministry in the local church. The course content will include a sound biblical and theological foundation for aspects of biblical community, small group models, key small group practices, and strategies for connecting church members to groups. The application of group process to a variety of settings and situations is discussed. The role of groups as a means of providing care and counseling are explored. 4 credits.

MIN 822D - Ministry Care and Counseling in Marriage and Family Issues (4)

This course will prepare students will cover the issues of marriage and family and raise the critical thinking skills of students concerning the ultimate goal and purpose of marriage and family ministry from a Christian perspective. It will also examine the impact of culture, faith, and trends in society upon marriage and family that will assist the student to understand the problems that married couples, parents, and youth face. 4 credits.

MIN 823D - Ministry Care and Counseling in Grief, Loss and Crisis (4)

This course enables students to learn to understand and identify the process and progress of how people deal with loss in their lives. Students learn how to guide a person through the grief process and to aid the individual to readjust and grow. Attention is given to understanding issues of anger, depression, anxiety, and social withdrawal, along with loss of hope and faith. The course looks at the role of the chaplain in times of crisis. Students learn how to provide counsel to those who have endured a crisis or trauma. Attention will be given to the emotional, spiritual, relational, and physical symptoms that may occur in the aftermath of crisis. 4 credits.

MIN 830D - Advanced Exegesis: Tools-Based Study for Biblical Preaching and Teaching (4)

This course expands on the tools-based exegetical skills developed at the MDiv level. One book of the Old Testament and one of the New Testament will be outlined and discussed based on the Hebrew and Greek texts. A sermon and a teaching lesson will be prepared and delivered based on each book. 4 credits.

MIN 831D - Advanced Hermeneutics: Preaching and Teaching the Literary Forms of Scrip (4)

This course expands on the tools-based hermeneutical skills established at the MDiv level. Students attain a working knowledge of how various genres in Scripture. A specific genre will be studied across the Testaments, such as poetry, or a different genre for each testament-for example, wisdom literature in the Old Testament and Parables in the New Testament. A sermon and a teaching lesson will be prepared and delivered based on each genre. 4 credits.

MIN 832 - Advanced Homiletics: Integration of Hermeneutics and Homiletics (4)

This course expands and integrates the hermeneutical and homiletical skills established in Advanced Exegesis and Advanced Hermeneutics described above. Application of exegetical and hermeneutical skills will made to development and the delivery of sermons. Advanced sermon delivery principles will be studied. Current learning theory for diverse congregations will be a focus of the course. A sermon on an Old Testament text and on a New Testament text will be prepared and delivered. Students will focus on how to apply these skills to their current ministry. 4 credits.

MIN 832D - Advanced Homiletics: Integration of Hermeneutics and Homiletics (4)

This course expands and integrates the hermeneutical and homiletical skills established in Advanced Exegesis and Advanced Hermeneutics described above. Application of exegetical and hermeneutical skills will made to development and the delivery of sermons. Advanced sermon delivery principles will be studied. Current learning theory for diverse congregations will be a focus of the course. A sermon on an Old Testament text and on a New Testament text will be prepared and delivered. Students will focus on how to apply these skills to their current ministry. 4 credits.

MIN 833D - Advanced Biblical Communication: Preaching and Teaching with Skill and Infl (4)

This course is an analysis of the theological, psychological, and methodological dynamics of effective biblical instruction. Application of advanced exegesis, hermeneutics and homiletics courses will be made to a variety of teaching tasks including, but not limited to: classroom teaching, facilitation of seminars, and leadership of small group Bible studies. A teaching lesson will be prepared and delivered based on an Old Testament and on a New Testament text. Students will focus on how to apply these skills to their current ministry. 4 credits.

MIN 840 - The Leader as Communicator and Vision-Caster (4)

Leaders must be able to define and then communicate a vision for the future of the church or the organization they lead. This course assists leaders in defining "a vision for a preferred future." This course involves an analysis of the leader's role as a communicator within and outside the organizational structure. It includes a focus on the role of public and private communication channels in moving the vision and mission of the organization forward. The course looks communication success and failure in the context of crisis, change, and the advancement of. This course looks at the power of words to shape the direction of an organization. 4 credits.

MIN 841 - Authentic, Transformational, and Servant Leadership (4)

Authentic, transformational, team, and servant leadership theories are studied in light of biblical examples, principles, and theological understandings of leadership. This course includes a focused examination of the qualities of a biblical servant leader, essential character qualities for effective leadership, and principles for ethical decision-making. 4 credits.

MIN 842 - Innovation and Change (4)

Innovation and change are essential to the progress of a ministry or organization. This course looks at change process and how innovation brings valuable disruption to an organization. Students learn how to lead change effectively while leveraging the benefits of the disruption and conflict that innovative change creates. Leaders learn to capture and capitalize on the opportunities new technologies, creative methods, and strategic initiatives to move their church or organization forward. 4 credits.

MIN 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 - Church Health & Evangelism (3)

A study of principles and procedures of church growth through biblical evangelistic and discipleship ministries. 3 credits.

PAS 502 - Local Church Revitalization (3)

An exploration of the issues involved in revitalizing a local church or Christian nonprofit organization, including elements related to personal spiritual development, understanding the culture of organizations, situational leadership, casting vision, goal setting, developing volunteers, and cultivating community. 3 credits.

PAS 503 - Theology, History, & Practice of Worship (3)

Skill development in the preparation for and leadership of corporate worship experiences with attention to biblical and historical models, ecclesiastical and cultural contexts, and the nature, significance, and use of church music. 3 credits.

PAS 505 - Spiritual Formation (3)

A consideration of cognitive, moral, and faith development and formation in a ministry context. 3 credits.

PAS 507 - Lay Leadership Development in the Local Church (3)

A study of principles necessary to attract, train, maintain, and motivate lay people in spiritual leadership and constructive development in a ministry team setting. 3 credits.

PAS 509 - Marriage & Family Ministries (3)

A study of the Biblical foundations of healthy Christian family life, with emphasis on developing practical skills for nurturing healthy marriages and families, and assessing, intervening, and resolving marital and family problems within a ministry context. 3 credits.

PAS 511 - Selected Topics in Current Issues in Ministry (3)

A review and analysis of a designated current issue in ministry with emphasis on an understanding of the issue, a gaining of a diversity of perspectives, and the arrival at a biblical conclusion. 3 credits.

PAS 513 - Advanced Homiletics (3)

A consideration of advanced homiletical theory and practice, with attention to contemporary relevance, audience analysis, and adaptation. 3 credits.

PAS 514 - Adult Education in the Church (3)

This course is designed to expose the student to issues in adult development and biblical principles for developing a holistic and contemporary ministry to adults within the local church. Topics explored will include: spiritual formation in adults, mission and values, principles of program planning, learning theory, issues in equipping people for ministry, and practical elements for designing educational strategies in the church. 3 credits.

PAS 515 - Advanced Counseling Seminar (3)

A study of current issues in biblical counseling including personality theory, diagnostic options, legal issues, and counseling problems most common to the ministry. 3 credits.

PAS 516 - Children's Education in the Church (3)

This course will overview the ministry to children in the local church context. Content explored will include: a biblical theology of nurture and discipleship, developmental characteristics in children, the relationship of church and home, issues in teaching children, evangelism, recruiting and training leaders, and program strategies for ministry. 3 credits.

PAS 517 - Leadership Issues in Youth Ministry (3)

An overview of current issues effecting youth leaders will be surveyed and discussed in this seminar format. Topics will include: working on a multiple staff, integrating personal ministry goals in the overall mission statement of your church, working with church boards and parents, and building a strategy for long-term ministry. 3 credits.

PAS 520 - Designing Strategic Models of Adult Discipleship (3)

This course is designed to expose the student to biblical principles that can guide the Christian worker in designing a holistic and contemporary discipleship ministry to adults within the local church. Topics explored will include: spiritual formation in adults, mission strategies, principles of program planning, and practical elements for designing local church discipleship strategies that facilitate life-change in adults. 3 credits.

PAS 580 - Pastoral Leadership Seminar (3)

A seminar in pastoral leadership with a focus on defining the role of the pastor, determining relationships that are necessary to fulfill that ministry role, and delineating how to effectively serve the body of Christ in the pastoral ministry. 3 credits.

PAS 590 - Independent Study (3)

This independent study course is for those occasions when a student may have an interest in an area of study related to his/her ministry that is not covered by the curriculum. Please contact your advisor or the ILEAD Services Office for additional information. 3 credits.

PAS 595 - Field-based Mentored Ministry (3)

This course is an in-service practicum for the purpose of providing the student with direct ministry experience in an area not previously experienced. The internship will be under a qualified para-church or local church supervisor who has the appropriate ministry and academic credentials. In addition, the student's advisor will also be a part of this learning enterprise by approving the Internship Supervisor and collaboration with both the student and supervisor through out the internship. The internship may begin in any academic term, but will not exceed six months in duration. 3 credits.

PDN - Pastoral & Discipleship

PDN 501 - The Biblical Narrative (3)

This course offers an overview of the biblical narrative, including an examination of themes such as creation, fall, redemption, and consummation. The distinctive contribution of each stage of biblical history to that overarching narrative is considered. Special attention will be given to how the biblical narrative provides insight into a Christian understanding of our place in that story.

PDN 502 - Biblical Hermeneutics (3)

This course provides a focus on how to read and understand the Bible in its context. Emphasis is given to the various genres found in the Old and New Testament. There is also a focus on the use of interpretation tools to implement the practice of hermeneutics.

PDN 503 - Introduction to Christian Theology I (3)

This course offers a survey that introduces the student to the method and central concepts of Christian theology. Special attention will be given to the doctrines of the Bible, God, the Trinity, Creation, Angels and Demons, Humanity, and Sin.

PDN 504 - Introduction to Christian Theology II (3)

This course offers a survey that introduces the student to the central concepts of Christian theology. Special attention will be given to the doctrines of Jesus Christ, Salvation, the Church, and the Future.

PDN 505 - Church History and the African Context (3)

This course covers the chronological sweep from the closing of the New Testament through the modern day. Specific attention will be given to the history of the church in Africa. Attention focuses on the flow of events comprising the history of the Christian tradition, exploring significant people, events, movements, and their interaction with culture.

PDN 511 - Communicating Biblical Truth (3)

This course is designed to be a survey of theory and practice in contemporary communication, for the communication of the Bible and theology in the contexts of preaching, teaching, leadership, and counseling. Consideration is given to expositional preaching, hermeneutical principles, speech organization, and contextualized methodologies.

PDN 512 - Spiritual Formation and Discipleship (3)

This course is designed to provide practitioners with skill sets necessary for the practice of personal spiritual formation and discipleship. Historical and contemporary spiritual formation and discipleship models will be evaluated then implemented into models for use with the modern day servant leader. Disciplines, such as prayer, silence solitude, Sabbath rest, and mentoring will be studied and implemented into personal soul care routines and practices.

PDN 513 - Community and Family Systems (3)

This course is designed to equip servant leaders in the essentials of counseling family systems and their respective church communities. A family systems approach to counseling will be introduced and then used as the framework to understand how one can be healed through the counseling process. Special PDN M.A. DEGREE – NOVEMBER 2016 8 attention will be given to family histories and the synthesis of those histories through a process known as genogramming.

PDN 514 - Holistic Child Development (3)

This course encourages healthy development in four areas — spiritual, physical, social and economic. Emphasis is given to long-term approaches to methods going beyond simple involvement in children and family systems.

PDN 515 - Leader's Life and Work (3)

This course examines the pivotal issues leaders face as they balance personal lives with public lives, and personal convictions and values with the demands of their position. Included in this study are topics such as the leader's call and competencies, life-long learning habits, critical values and choices, biblical servant leadership, use and abuse of authority, essential character qualities for effective leadership, and common stumbling blocks to leadership. Authentic, transformational, team, and servant leadership theories are studied in light of biblical examples, principles, and theological understandings of leadership.

PDN 521 - Issues in African Pastoral Ministry I (3)

In this course students will review and analyze current issues in African pastoral ministry with emphasis on defining, understanding, evaluating, and formulating a biblical understanding and response. The specific issues dealt with in this course will be the (1) Prosperity Gospel and (2) Poverty and Dependence.

PDN 522 - Issues in African Pastoral Ministry II (3)

In this course students will review and analyze current issues in African pastoral ministry with emphasis on defining, understanding, evaluating, and formulating a biblical understanding and response. The specific issues dealt with in this course will be (1) Power and Authority and (2) Ethics and Integrity.

PDN 523 - Field Based Ministry I (2)

This course is a designed mentorship program aimed at providing direct interaction between the student and a seasoned mentor. The students will share with their mentor (1) a personal challenge they are facing in life and ministry, (2) what they have learned through the M.A. program that is relevant for this challenge, (3) and how they are implementing what they have learned in addressing this challenge. The mentor will guide and shepherd the student through this process providing input, counsel, and prayer.

PDN 524 - Field Based Ministry II (2)

This course is a designed mentorship program aimed at providing direct interaction between the student and a seasoned mentor. The students will share with their mentor (1) a professional challenge they are facing in life and ministry, (2) what they have learned through the M.A. program that is relevant for this challenge, (3) and how they are implementing what they have learned in addressing this challenge. The mentor will guide and shepherd the student through this process providing input, counsel, and prayer.

PSC - Professional School Counseling

PSC 504 - Research and Program Evaluation (3)

This course provides an introduction to research and methodology in the field of counseling. Emphasis is placed on gaining the knowledge necessary to evaluate the conclusions of published research. Students will be introduced to a variety of counseling research strategies in order to assist the evaluating and incorporating relevant findings in counseling practice. To that end, basic knowledge of research methodology, research design, sampling, measurement, statistics, and ethical issues for conducting research will be addressed. 3 credits.

PSC 520 - Foundations of School Counseling and Program Planning (3)

This course will provide a foundation for understanding the academic needs of all students Pre-K-12, their families, schools and communities and the role of the school counselor in facilitating their academic, career, and personal-social success. Students will be introduced to the ASCA National Model: A framework for school counseling programs. 3 credits

PSC 521 - Foundations of School Counseling and Program Planning (3)

This course will provide a foundation for understanding the academic needs of all students Pre-K-12, their families, schools and communities and the role of the school counselor in facilitating their academic, career, and personal-social success. Students will be introduced to the ASCA National Model: A framework for school counseling programs. 3 credits

PSC 523 - Leadership and Advocacy in Education (3)

School Counselors serve as leaders within the educational context. This course will examine various models of effective educational leadership, the role of the school counselor in effecting change and the development of strategies for advocating for the needs of diverse and multicultural students, families, schools and communities. 3 credits

PSC 525 - Collaboration, Consultation, and Coordination (3)

Students will develop an understanding of the importance of teaming and collaboration in the development, implementation, and evaluation of the school counseling program and in facilitating change in school expectations, climate, policy, and practice to better meet the needs of students. 3 credits.

PSC 526 - Collaboration, Consultation, and Coordination (3)

Students will develop an understanding of the importance of teaming and collaboration in the development, implementation, and evaluation of the school counseling program and in facilitating change in school expectations, climate, policy, and practice to better meet the needs of students. 3 credits.

PSC 530 - Exceptional Students: Populations, Policies & Procedures (3)

This course is designed to prepare the school counselor to identify the variety of students included in the exceptional student populations and their special needs. The schools are required by law(s) to offer services for all these populations. The school counselor will learn the policies and procedures to provide these services in the classroom, through the school counselor's office, and from each of the service agencies involved in a potential IEP. 3 credits.

PSC 535 - Exceptional Students: Population, Policies, & Procedures (3)

This course is designed to prepare the school counselor to identify the variety of students included in the exceptional student populations and their special needs. The schools are required by law(s) to offer services for all these populations. The school counselor will learn the policies and procedures to provide these services in the classroom, through the school counselor's office, and from each of the service agencies involved in a potential IEP. 3 credits.

PSC 555 - Group Counseling in the Schools (3)

This is a clinical course designed to give students didactic and experiential introduction to theory, practice, and treatment in group counseling. The course will cover the theoretical foundations of group counselling and group work, contemporary theories, and group counseling leadership skills including group selection, group formation, group interventions, and group evaluation. (3 credits)

PSC 556 - Career Development in Schools (3)

This course will equip students to understand, assess and apply career development theory in school and counseling settings in terms of career stewardship development. Students will examine and contribute to a curriculum of interventions to teach others to plan and serve faithfully in the contemporary world of work with the talents entrusted to them. This course introduces the student through hands-on learning to the use of career and vocational assessment tools commonly used in career counseling. Concepts and theories concerning the planning and preparation for vocations provide background information in regards to the use of these assessment tools. 3 Credits.

PSC 583 - Multicultural Found of CNS (0)

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 students 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)

SEC - Education

SEC 513 - Instructional Practices & Strategies (3)**SEC 532G - Psychological Characteristics of Students with Special Needs (3)**

The social, emotional, mental, and sensory differences of special needs students are reviewed. The means for meeting these needs are described with the strategies for assisting these students to be successful in the inclusion classroom. 3 credits. Prerequisites: CRT 515 or permission of professor.

Prerequisite: (CRT515 OR CR515GN).

SEC 535 - Management Strategies for Special Students in the Regular Classroom (3)

This course describes the prescriptive strategies for the management of students needing individual programs for instruction. The different classifications of the special students are examined to determine the appropriate strategies according to the individual needs. The strategies are those designed to be effective in the regular classroom and implemented by the classroom teacher. 3 credits. Prerequisites: CRT 548 or permission of professor.

Prerequisite: (CRT548 OR CR548GN).

SEC 537 - Technology for Teachers (3)

Students with specific needs can be assisted by technology. This course will examine the technology available for teachers who assist in the instruction in an inclusion classroom. 3 credits.

SEC 539 - Legislation Dictating Special Services (3)

The purpose of this course is to review the laws, regulations and policies directing the services required for special students in the schools. The history of these laws and the judicial decisions about these laws are discussed. Topics include case studies, current issues, as well as state and federal standards. 3 credits.

SEC 541 - ESL Culture & Communication (3)

SPE - Education

SPE 501 - Assessment and Special Education Processes (3)

This course will provide teacher candidates with the knowledge and skills to link assessment and instructional decision making in inclusive settings for students with disabilities. Discussions and activities will include the processes for assessment, identification for eligibility, and IEP development that incorporates the individual needs of students and that is in compliance with state and federal laws. (3 credits)

SPE 502 - Meeting the Needs of Students with Autism & Behavioral Disorders (3)

This course offers an overview of student characteristics, theory and teaching applications for students with Autism Spectrum Disorders (ASD) and behavior disorders. Major theories, etiological and diagnostic issues, classroom structure and environmental arrangements, research based instructional strategies, and family involvement will be discussed. Students will reflect on how these special needs impact their role as a teacher. Pre-requisite (3 credits)

Prerequisite: (SPE501).

SPE 503 - Teaching Students with Specific Learning Disabilities & Intellectual Disabi (3)

This course offers an overview of student characteristics, theory and teaching applications for students with specific learning disabilities and for students with intellectual disabilities. Major theories, etiological and diagnostic issues, research based instructional strategies, and family involvement will be discussed. Students will reflect on how these special needs impact their role as a teacher. (3 credits)

Prerequisite: (SPE501).

SPE 504 - Teaching Students with Low Incidence Disabilities (3)

This course offers an overview of student characteristics, and best teaching practices for students with low incidence disabilities, such as visually impaired, hearing impaired, traumatic brain injury, orthopedically impaired, and multiple disabilities. Etiological and diagnostic issues, research based instructional strategies, and family involvement will be discussed. Students will reflect on how these special needs impact their role as a teacher. (3 credits)

Prerequisite: (SPE501).

SPE 505 - Professionalism, Ethical Practices and Collaboration (3)

This course will explore the process of organizing and implementing meetings, such as IEP, CST, MDST, re-evaluation meetings etc. This includes how to work with outside agencies, paraprofessionals, and insurance companies. Additionally, students in this course will discuss best practices when collaborating with parents, teachers, and all stakeholders. This will include discussions on professional and ethical practices and laws, such as FERPA, procedural safeguards, state and CEC ethical guidelines, co-teaching and collaboration models, and types of power. (3 credits)

Prerequisite: (SPE501 AND SPE502 AND SPE503 AND SPE504).

SWK - Social Work

SWK 500 - Foundations of Social Work (3)

This course will provide the student with an advanced overview of the field and profession of social work. Students will explore the purpose, function, core values, and knowledge base unique to social work, including a survey of social work history, methods, and fields of practice. Students will develop an in-depth understanding of the social work profession with emphasis on advanced generalist practice with individuals, families, groups, organizations, and communities. The course will highlight issues of discrimination, marginalization, and abuse of vulnerable populations and address how the profession advocates on behalf of these groups. Students will be challenged to develop an integrative biblical approach to the field of social work. (3 credits)

510 - Human Diversity and Social Justice

This course will expand social work students' knowledge in cultural diversity and social justice. The students will gain competency to interact successfully and respectfully with people of different backgrounds, viewpoints, and values. This course will employ the biblical framework to promote the dignity, respect, and well-being of all persons, and encourage critical self-evaluation of beliefs, assumptions, and biases to develop cultural humility. Students will be exposed to the need for a culturally responsive perspective to service delivery and interventions considering micro, mezzo, and macro factors. The course will focus on people from marginalized groups and recognize the role and influence of the majority culture on these groups. This course aims to promote the students' life-long cultivation of cultural humility and applying an understanding of diversity to their practice with individuals, families, groups, organizations, and community. (3 credits)

SWK 515 - Theories and Life Stage Development (3)

This course will examine human behavior within the context of the larger collective system of social environments and explore theories that undergird social work practice and human development throughout the life cycle. Utilizing a person-in-environment approach, students will recognize the biological, psychological, socio-cultural, and spiritual elements which impact human development throughout the life cycle. Students will examine life events significant to individuals at all stages of life from predominant theoretical frameworks. Common life transitions significant to social work practice will be addressed. Students should end the course with increased knowledge and skills for generalist practice including engagement, assessment, intervention, and evaluation in various practice contexts, applying theories to inform practice. (3 credits)

520 - Foundations of Social Welfare Policy

This course provides an overview of social policy development, policy practice, and evaluation. Students will explore the process of policy formation and the influence of historical context, social justice movements, and societal values impacting the field of social work. Students will analyze policy from both a direct application perspective as well as from a political perspective. Students will develop an understanding of the legislative process as it applies to the development, implementation, and amendment of social policy. Emphasis will be given to policies that affect constituencies at the micro, mezzo, and macro levels across a variety of fields. Special attention will be placed on activism and advocacy and the role of the Christian social worker. (3 credits)

This course is an online course with synchronous and asynchronous learning. Synchronous dates to be determined at a later date by the instructor.

SWK 525 - Micro & Mezzo Generalist Practice (3)

This practice course will introduce students to the generalist social work method of practice with individuals (micro practice) and with families/small groups (mezzo practice). It will include skill development in the strength-based, solution-focused problem-solving approach, encompassing client engagement, assessment, planning, intervention, evaluation and termination. The overall purpose of the course is to help students develop social work knowledge and skills in translating social work practice philosophy into sustainable, ethical social work in diverse situations. The development of an integrated biblical model of social work delivery will be explored. (3 credits)

SWK 526 - Macro Generalist Practice (3)

This practice course will introduce students to the generalist social work method of practice with communities and organizations (macro practice). It will include training in the strength-based, solution-focused problem-solving approach, encompassing the skills of client engagement, data-collection, assessment, planning, intervention, evaluation and termination. The overall purpose of the course is to help students develop social work knowledge and skills in translating social work practice philosophy into sustainable, ethical social work in diverse situations involving communities and organizations. The development of an integrated biblical model of social work delivery will be explored. (3 credits)

SWK 530 - Research Methods (3)

Students will apply research principles to field practice, problem formulation, intervention procedures, and assessment in generalist social work by formulating appropriate research questions, operationalizing variables of interest, collecting relevant data and developing methods to analyze and interpret results. Emphasis is placed on using research methods to evaluate one's own practice and to develop an ethic of research-informed practice and practice-informed research. The role of ethics and values in both conducting and evaluating research within the context of a biblical worldview will be a focus of the student's research activities. The course facilitates students' ability to recognize the importance of scientific reasoning and critical thinking in generalist practice. (3 credits)

SWK 550 - Foundational Internship I (3)

This field experience is designed to give students opportunities in a social work setting. This course utilizes the knowledge, methods and skills learned in previous courses and apply them through coursework, assignments, discussion, presentations, and field service. This is a 3-credit course that runs in conjunction with the student's field education within an organizational setting. Students will attend this class and participate in their field internship (200 hours). (3 credits)

SWK 551 - Foundational Internship II (3)

This field experience is designed to give students opportunities in a social work setting. This course utilizes the knowledge, methods and skills learned in previous courses and apply them through coursework, assignments, discussion, presentations, and field service. This is a 3-credit course that runs in conjunction with the student's field education within an organizational setting. Students will attend this class and participate in their field internship (200 hours). (3 credits)

SWK - SWK552 (2)

This course will provide opportunities to learn the effects of psychotropic medications on the clinical experience of the individual. Attention will be given to collaboration with the medical community in assessment, intervention, and evaluation when diagnosis and medication management is one of the clinical treatment modalities. Students will interact with the Diagnostic and Statistical Manual-V, exploring various indicators of assessment and diagnosis when using this tool. (2 credits)

SWK 554 - Forensic Interviewing (2)

This course will prepare students to practice in contexts where there is interface with investigative and law enforcement practices. A skills-based course, students will learn and demonstrate interview techniques that utilize a strengths-based approach when working with victims of trauma. Students will explore Motivational Interviewing as a specific forensic skill when interviewing those who have experienced abuse and/or violence. This course will highlight how social workers collaborate with the legal community to arrive at mutual outcomes. (2 credits)

556 - Child and Adolescent Treatment

This course will provide students with knowledge and skill development to incorporate in therapeutic interventions with children and adolescents. Students will learn to assess behavior and incorporate developmentally and culturally appropriate strategies and techniques to meet the needs of children and adolescents both within the community, school, and clinical setting. Students will examine and apply various research-based theoretical, behavioral, and play therapy techniques for counseling children and adolescents. (2 credits)

SWK 558 - Family Engagement Approaches (2)

This course will expand students' knowledge about common family engagement strategies used in the social work profession. This skills-based class will provide opportunities for students to develop culturally responsive approaches to advanced work with families, using the students' own experience to advance the collaborative learning within the course. Students will critique evidence-based family engagement practices, demonstrating aspects of family engagement in the classroom. Students will develop their own family engagement best-practice program, based on research informed practice and practice-informed research. (2 credits)

SWK 560 - Gerontology Clinical Interventions (2)

This course is designed to help students expand their knowledge and awareness of contemporary issues relating to the aging population. Topics of discussion include the context of advanced social work practice with older adults, conducting biopsychosocial-spiritual assessments, interventions, abuse and neglect, spirituality factors, work with support systems, aging-in-place models, and end of life concerns. The students will cultivate a biblical perspective to social work with the aging population in order to form a compassionate response. (2 credits)

SWK 562 - Addictions and Dual Diagnosis (2)

This course provides the student with the application of a biopsychosocial-spiritual perspective to addiction, addiction treatment, co-morbid mental health diagnoses and understanding of the impact of addiction and mental health issues for client populations. The student will explore current understanding of the prevention of substance abuse/dependence, relational addictions, and other compulsions, often coupled with a co-occurring mental health diagnosis. Attention will be given to components of comprehensive treatment to include a spiritual approach to understanding recovery. The person-in-environment perspective will be emphasized in understanding the impact of dual diagnosis within social work contexts. (2 credits)

SWK 564 - Interprofessional Collaboration in Social Work Practice (2)

This course provides the student with practical experiences that support interprofessional work with various systems to strengthen positive outcomes for individuals, families, groups, organizations, and communities. Students will examine current trends and the practice of interprofessional collaboration to improve client outcomes. This course will examine existing practices, ethical constructs, and the engagement with system partners needed for positive outcomes for clients. Students will propose and deliver a comprehensive interprofessional collaboration campaign from a biopsychosocial-spiritual framework. (2 credits)

SWK 566 - Crisis Intervention (2)

This course prepares students to adopt a culturally sensitive, strengths-based approach to dealing with crisis and emergency situations in all facets of social work practice. Attention is given to working with individuals experiencing suicidal ideation and the support needed for caretakers and others in these situations. Students will learn ways to support clients in life-and-death situations, specifically those involving interpersonal violence. Students will develop an approach to work within crisis contexts and address the complex, difficult ethical dilemmas involved. Applying a biopsychosocial-spiritual approach, this course will develop competence in working with clients in situations that typically evoke strong affective responses, encouraging the development of a trauma-informed approach. (2 credits)

SWK 568 - Trauma Informed Practice (2)

Those engaged in social work serve a vital role in the development of a responsive, trauma-informed practice approach that also contributes to a trauma-informed work environment. Using a person-in-environment and strengths perspective, this course will advance students' knowledge of the impact of trauma on work with individuals and families, as well as those organizations that desire to be trauma-responsive. Developing a trauma-informed perspective helps clients heal and reframe their life experiences in achieving stability. Personal reflection will be encouraged with emphasis on the development of a personal action plan for self-care and trauma-informed care. (2 credits)

SWK 570 - Healthcare Social Work (2)

This course will prepare students for practice within the healthcare setting. This course will emphasize the role of inter-professional collaboration within healthcare, contrasting the role of the healthcare social worker with the role and responsibilities of other professionals. Students will practice a biopsychosocial-spiritual approach to healthcare treatment and the development of a strong care plan, specifically to end-of-life discussions. Students will become well-versed in common medical terminology that impacts client and family care. (2 credits)

SWK 572 - Supervision & Administration (2)

This course will prepare students to engage as a leader within the social work field. Attention will be given to the student's leadership style which is translated into practice experiences as a current or emerging supervisor or administrator. Theories of supervision and leadership at non-profit, private, and public administration will be explored. This course will develop the student's ability to reflect on their personal experiences from supervision, interacting with leadership within an organizational setting. A framework in developing a strengths-based, solution-focused, collaborative approach to human resource management will be explored. Attention to biblical models of leadership will be highlighted throughout this course. (2 credits)

SWK 574 - Intellectual and Developmental Disabilities (2)

This course will prepare students to specialize in work with the intellectual and developmental disabilities (IDD) population, both from a community-based and institutionalized viewpoint. Emphasis will be on the historical developments of treatment of the IDD population. Students will focus on social work advocacy and social justice for those who experience a disability and prepare students to engage in both career and ministry opportunities. Attention will be given to those contexts of social work practice where IDD diagnoses are most prevalent. Students will be encouraged to reflect on their own assumptions of disability, applying a biblical approach to their understanding. (2 credits)

SWK 576 - Achieving Permanency for Children and Youth (2)

This course will advance student learning in the concepts of permanency planning for children and youth in the child welfare system as outlined in legislation. Students will interact with legislation, policy, and practice opportunities to assess child and family dynamics when seeking permanent family options for children. Students will evaluate the child caring system to identify strengths and barriers to achieving permanency, communicating a best-practice approach based on research informed practice. The entire caring network will be engaged to assess the needs for children, through research into the narratives of children and family. Attention will be given to permanency as a biblical construct, that social workers should strive to achieve. (2 credits)

SWK 578 - Human Sexuality (2)

Social workers practice in all contexts, practicing from a cultural humility perspective with diverse populations is a hallmark of the social work profession. This elective course will prepare students with knowledge about current societal trends relating to sex and gender identity. Students will learn how to advocate for diverse individuals, and their families, who may be marginalized and discriminated against because of their sex or gender identity when seeking social services. Social workers practice through the lens of a biopsychosocial-spiritual framework. An analysis of God's design for humanity will be explored that promotes a biblical view of human sexuality. (2 credits)

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. (3 credits)

Prerequisite: Completion of foundational MSW coursework or Advanced Standing admission. .

SWK 611 - Diversity in Child Welfare (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. (3 credits)

SWK 613 - Advanced Child Welfare (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. (3 credits)

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. (3 credits)

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. (3 credits)

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. (3 credits)

SWK 628 - Advanced Child Welfare 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. (3 credits)

SWK 629 - Advanced Child Welfare 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. (3 credits)

SWK 630 - Advanced Practice: Organizations and Communities (3)

This practice course will refine students' practice in an organizational and community context (macro practice). Students will integrate their knowledge of practice positions and policy impacts with an understanding of systems approach, analyzing structures that interact within macro settings. Students will evaluate organizations and communities, interpreting client system data to support client system outcomes. The overall purpose of the course is to help students develop social work knowledge and skills in translating social work practice philosophy into sustainable, ethical social work in diverse situations involving communities and organizations. The continued development of an integrated biblical model of social work delivery will be explored. This course is reserved for students enrolled in the Advanced Generalist Practice concentration. (3 credits)

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. (3 credits)

SWK 660 - Advanced Practice Internship I (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). (3 credits)

SWK 661 - Advanced Practice Internship II (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). (3 credits)

YMN - Student Ministry

YMN 501 - Student Development, Culture & Contextualization (3)

This course is designed to explore the spiritual development of adolescents as well as the physical, cognitive, and social identity of students. Special attention will be given to the area of student development and its overarching relationship to culture. A thorough synthesis of student development & culture will be done through the use of contextualization principles. 3 credits.

YMN 502 - Student & Family Systems Counseling (3)

This course is designed to equip students in the essentials of counseling adolescents and their respective family systems. A family systems approach to counseling will be introduced and then used as the framework for understanding of how one can be healed through the counseling process. Special attention will be given to family histories and the synthesis of those histories through a process known as genogramming. 3 credits.

YMN 503 - Thinking Theologically in Student Ministry (3)

This course is designed to help students think theologically within the primary discipline of student ministry. Special attention will be given to the area of how students fit into the overarching story of scripture and how theology should be the basis for a robust philosophy of student ministry. 3 credits.

YMN 504 - Spiritual Formation of Students (3)

This course is designed to equip leaders in the art of soul tending within the student ministry setting. Special attention will be given to creating environments sensitive for spiritual formation practices. Within these environments, our focus will be centered on creating a community of co laborers who embody spiritual formation as a form of discipleship within students. 3 credits.

YMN 505 - Building Student Leadership in Ministry (3)

This course is designed to train student ministry workers in the essentials of building healthy and fully equipped student leaders. A "Simple Student Ministry" approach to discipleship and programming will be our framework for training student leaders. Special attention will be given to the spiritual formation of the student leader synthesized with the skill sets needed for a student to lead effectively.

YMN 506 - Creating a Glocal Student Ministry (3)

This course is designed to equip ministry leaders in the area of creating a Glocal Student Ministry. Emphasis will be placed on creating local yet global missional communities for the purpose of incarnational living among student sub cultures. A thorough study will be done on the training and practice of engaging deep justice issues here as well as over there.

YMN 507 - Youth & Young Adult Ministry Apprenticeship (3)

This course is a designed apprenticeship program aimed at providing direct experience within a local student ministry setting. Under the guidance of an seasoned mentor, students will develop a personal philosophy of ministry, mission/vision for student ministry, and an overall team discipleship strategy approach for their respective ministry. Special attention will be given to creating a sustainable student ministry.

YMN 590 - Independent Study (3)

This independent study course is for those rare exceptions when a student may have an interest in an area of study related to his/her ministry that is not covered by the curriculum. This independent study course is for those occasions when a student may have an interest in an area of study related to his/her ministry that is not covered by the curriculum. Please contact your advisor or the Graduate School Office for additional information. 3 credits.

THE - Theology

THE 510 - Old Testament Theology (3)

The theology of the Old Testament is considered according to major categories of systematic theology and the historical development of the biblical dispensations and covenants. 3 credits.

THE 511 - New Testament Theology (3)

The theology of the New Testament is approached systematically by major categories of theology, chronologically by historical development, and personally by authors. 3 credits.

THE THE517 - Theological Method (3)

THE THE518 - 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.

THE 520 - Selected Topics in Systematic Theology (3)

A study of selected topics in systematic theology that increases one's general understanding of the Bible and one's specific understanding of relevant biblical and historical data. 3 credits.

THE 522 - Contemporary Theology (3)

This course covers significant individuals, movements, events, and fundamental tenets of the Christian faith that have shaped contemporary theologies from the nineteenth century to the present in the Western theological tradition. Through study of these traditions, the student will be able to understand and respond to these movements and their influence in Western Christianity. Attention will be given to selected primary sources.

THE 523 - Theologies of Liberation (3)

This course covers the rise and development of theologies of Liberation during the 20th century to the present. This will include focus on the original Latin American context for this theology and resulting theologies of liberation in various cultural contexts. Special attention will be paid to African-American and other expressions of liberation theology within the North American context.

THE 531 - Theological Classics (3)

Literary consideration of selected portions of theological and devotional materials that have had significant impact on the church. Included are sections from Augustine, Thomas Aquinas, Thomas a Kempis, Luther, Calvin, Bunyan, Spurgeon, Warfield, Barth, Bultmann, Bonhoeffer, and Lewis. 3 credits.

THE 535 - Christianity in the Contemporary World (3)

This course helps students develop an integrated Christian worldview, an understanding of Christian vocation, and an understanding of how Christianity should engage contemporary culture. Through this course, the student will see the truth and beauty of the Christian worldview and how this worldview informs all of life. (3 credits)

THE 541 - Foundations of Theology of Culture (3)

This course is an overview of culture from a theological perspective, including a survey of Christian approaches to cultural engagement. Practitioners will be equipped to apply godly wisdom to their interaction with culture in their vocational roles. Practical skills are employed to focus biblical principles of living in specific cultural contexts. (3 credits)

THE 542 - Theological Interpretation of Media (3)

This course will apply tools of interpretation to contemporary media in its various forms. (3 credits)

THE 543 - Cultural Analysis and Engagement (3)

This course explores principles and practices to evaluate culture in its various expressions, including contemporary American culture. It will also highlight ways in which culture has shaped religious practice and belief in history. Special focus will be placed on strategies and practices to interact with culture with theological awareness and wisdom.

THE 590 - Independent Study (3)

This independent study course is for those occasions when a student may have an interest in an area of study related to his/her ministry that is not covered by the curriculum. Please contact your advisor or the ILEAD Services Office for additional information. 3 credits.

Academic Information

Academic Calendar

Graduate School Academic Calendar

The academic year consists of a fall semester (August-December), a spring semester (January-May), and courses throughout the summer. An orientation course is offered online any time a student enters a program.

2021-2022 Academic Calendar

TERM	DAY	DATE	DETAILS
Summer 2021			

Term Begins	Monday	May 10	
Memorial Day	Monday	May 31	Offices Closed
Independence Day	Monday	July 5	Offices Closed
Term Ends	Friday	August 20	

Fall 2021

Term Begins	Monday	August 30	
Labor Day	Monday	September 6	Offices Closed
Thanksgiving	Thursday-Friday	November 25-26	Offices Closed
Term Ends	Friday	December 17	
Christmas/ New Year's Day	Thursday-Friday	December 23–31	Offices Closed

Spring 2022

Term Begins	Monday	January 17	
Martin Luther King, Jr. Day	Monday	January 17	Offices Closed
Good Friday	Friday	April 15	Offices Closed
Term Ends	Friday	May 13	
Spring Commencement Ceremony	Friday	May 13	Lancaster Graduate School Graduates
Spring Commencement Ceremony	Saturday	May 14	Washington, D.C. Graduate School Graduates

Online Academic Calendar

The academic year consists of a fall semester (August-December), a spring semester (January-May), and courses throughout the summer. An orientation course is offered online any time a student enters a program.

2021-2022 Academic Calendar

TERM	DAY	DATE	DETAILS
Summer 2021			
Term Begins			
Memorial Day	Monday	May 31	Offices Closed
Independence Day	Monday	July 5	Offices Closed
Term Ends			

Fall 2021

Term Begins	Monday	August 30	
Labor Day	Monday	September 6	Offices Closed
Thanksgiving	Thursday-Friday	November 25-26	Offices Closed
Term Ends	Sunday	December 19	
Christmas/ New Year's Day	Thursday-Friday	December 25-31	Offices Closed

Spring 2022

Term Begins	Monday	January 17	
Martin Luther King, Jr. Day	Monday	January 17	Offices Closed
Good Friday	Friday	April 15	Offices Closed
Term Ends	Sunday	May 8	
Spring Commencement Ceremony	Friday	May 13	Lancaster
Spring Commencement Ceremony	Saturday	May 14	Washington, D.C.

Seminary Academic Calendar

The academic year consists of a fall semester (August-December), a spring semester (December-May), and courses throughout the summer. An orientation course is offered online any time a student enters a program.

2021-2022 Academic Calendar

TERM	DAY	DATE	DETAILS
Summer 2021			
Term Begins	Monday	May 17	
Memorial Day	Monday	May 31	Offices Closed
Independence Day	Monday	July 5	Offices Closed
Term Ends	Sunday	August 22	
Fall 2021			
Term Begins	Monday	August 30	
Labor Day	Monday	September 6	Offices Closed

Thanksgiving	Thursday-Friday	November 25-26	Offices Closed
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Term Ends	Sunday	December 5	
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Spring 2022

Term Begins	Monday	December 13	
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Christmas/ New Year's Day	Thursday-Friday	December 25-31	Offices Closed
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Martin Luther King, Jr. Day	Monday	January 17	Offices Closed
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Good Friday	Friday	April 15	Offices Closed
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Term Ends	Sunday	May 8	
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Spring Commencement Ceremony	Friday	May 13	Lancaster Seminary Graduates
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Spring Commencement Ceremony	Saturday	May 14	Washington, D.C. Seminary Graduates
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Doctoral Academic Calendar

The academic year consists of a fall semester (August-December), a spring semester (January-May), and courses throughout the summer. An orientation course is offered online any time a student enters a program.

2021-2022 Academic Calendar

TERM	DAY	DATE	DETAILS
Summer 2021			
Term Begins	Monday	May 10	
Memorial Day	Monday	May 31	Offices Closed
Independence Day	Monday	July 5	Offices Closed
Term Ends	Sunday	August 15	

Fall 2021

Term Begins	Monday	August 30	
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Labor Day	Monday	September 6	Offices Closed
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Thanksgiving	Thursday-Friday	November 25-26	Offices Closed
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Term Ends	Sunday	December 12	
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Christmas/ New Year's Day	Thursday-Friday	December 25-31	Offices Closed
Spring 2022			
Term Begins	Monday	January 17	
Martin Luther King, Jr. Day	Monday	January 17	Offices Closed
Good Friday	Friday	April 15	Offices Closed
Term Ends	Sunday	May 8	
Spring Commencement Ceremony	Friday	May 13	Lancaster Doctoral Graduates
Spring Commencement Ceremony	Saturday	May 14	Washington, D.C. Doctoral Graduates

Academic Integrity and Plagiarism Policy

Academic Integrity and Plagiarism Policy

Academic integrity is essential in higher education. As a testimony to God and faithfulness to the original work of others, the Seminary and Graduate School prioritizes integrity in all matters, particularly related to research and writing. Christian leadership should reflect the character and conduct reflective of the high calling and privilege of graduate education. It is the student's responsibility to be knowledgeable as to what constitutes plagiarism. In order to maintain faithfulness in such matters, the following definitions and procedures are adhered to in the program.

Academic dishonesty includes but is not limited to:

1. **Plagiarism:** Submitting as one's own work part or all of any assignment that is copied, paraphrased, or purchased from another source, including online sources, without the proper acknowledgment of that source.
2. **Fabrication:** Submitting altered, contrived, or invented information in any academic assignment.
3. **Misrepresentation of Academic Records:** Tampering with any portion of a student's record.
4. **Facilitating Academic Dishonesty:** Helping another individual violate the Academic Integrity Policy.
5. **Unfair Advantage:** Attempting, in an inequitable manner, to gain a more favorable playing field than fellow students have on an academic assignment.
6. **Multiple submissions:** Submitting the same work to fulfill the requirements for more than one course without authorization of all instructors involved. No more than 10% of a previous course paper should be used in an assignment for another course.
7. **Tolerating Academic Dishonesty:** When a student knows about academic dishonesty and fails to address it with the other student, that student is complicit in the dishonesty. If the confronted student fails to confess to the monitor and cease and desist, the other student is responsible to address the issue with the professor.

Types of Plagiarism:

1. **Direct plagiarism:** Word-for-word transcription of someone else's work, without citation and quotation marks.
2. **Self-plagiarism:** Submitting one's own work from previous classes without permission of the professors. As noted, no more than 10% of a previous course should be used in an assignment for another course.
3. **Mosaic plagiarism:** Borrowing phrases from a source without quotation marks.
4. **Accidental plagiarism:** Neglecting to cite sources, misquoting sources, or unintentionally paraphrasing a source by using similar words.
5. **Adopting someone else's work:** Submitting an assignment written by someone else.

Procedures for Violations of Academic Integrity

In a course, each faculty member is responsible to monitor his/her class for academic integrity.

1. If a violation of the Academic Integrity Policy is suspected, the professor should meet with the student(s) to discuss the incident and determine, to the professor's satisfaction, whether or not a violation has occurred. Professors and student(s) may choose to have a witness present at the discussion. Both parties should be notified that a witness will be present and have opportunity to bring his or her own witness. The professor should thoroughly discuss the evidence of the offense then report the violation to the Program Director.
2. If a student is accused of violating the Academic Integrity Policy, but subsequently the professor determines that the student is innocent or insufficient evidence exists to justify further action, the student should be informed. No report of the accusation or of the professor/student meeting should be filed with the Program Director.
3. If the professor determines that a violation has occurred, a report should be filed with the Program Director. A duplicate of the report should be provided to the student. (The faculty member must keep originals of tests, papers, and/or projects that provide evidence of the violation.) The report of violation should include the following:
 - a. A complete description of the incident, including date of meeting with the student.
 - b. Conclusions regarding exact nature of the violation.
 - c. Copies of original tests, papers, and/or projects that provide evidence of the violation.
 - d. Faculty recommendation.
4. The Program Director shall convene an interview to determine the appropriate penalties for the offense.
5. The Program Director shall determine the appropriate consequences and penalties (see below). The conclusion will be sent in written form to the Registrar, respective faculty member for the course, and the student. The letter will be kept as part of the student's record in the Registrar's office.
6. The program desires to act in a redemptive manner rather than one that is punitive. The Program Director will aim to facilitate redemptive growth in the student throughout the process.

Penalties for Violation of the Academic Integrity Policy

The consequences and penalties for academic dishonesty are as follows:

1. For a first offense, the offense will be as follows: After meeting with the student, the Program Director will determine with the professor the gravity and intentionality of the violation.
 - a. If the violation is deemed minor and unintentional, the student will receive a failing grade for the assignment.
 - b. If the violation is major and intentional, the student will receive a failing grade for the course thus requiring the student to retake the course in its entirety. In addition, the student will be placed on academic probation for a minimum of one year.
2. For subsequent offenses, the penalty will be as follows:
 - a. Two minor/unintentional offenses will result in failure of the course thus requiring the student to retake the course in its entirety. In addition, the student will be placed on academic probation for a minimum of one year.
 - b. Three minor/unintentional offenses will result in the Program Director recommending to the President that the student be expelled.
 - c. If the second offense is flagrant regardless if the first offense was unintentional or flagrant, the Program Director will recommend to the President that the student be expelled.
3. The Program Director will determine what sanctions will be imposed when a student confesses to having cheated in any course already completed.
4. In terms of academic probation, after one year, the Program Director will review the student's work from the previous year and meet with the student. If the student has exhibited academic integrity, academic probation will be lifted.

Appeals Process for Violation of the Academic Integrity Policy

The student may appeal in writing to the Department Chair. A student's intent to appeal a Program Director's response to a violation must be communicated in writing to the Department Chair within one week of the receipt of the written notification from the Program Director detailing the incident. The Department Chair should hear both the Program Director and the student on the issue as well as review the documents. The Department Chair may convene a committee to review the matter. The decision by the Department Chairman may be appealed next to the Registrar. In the absence of resolution, a final appeal can be made to the Provost who has the final authority to remediate the action.

Academic Dismissal

Students will be academically dismissed after being on probation for two consecutive enrollment periods as a registered student. Students will be notified by letter from the Department Chair and/or Program Director.

Students have the right to appeal to the Registrar for reinstatement if they believe there were extenuating circumstances involved with their poor performance. The appeal will be considered by the Student Appeals Committee. In the absence of a resolution, a final appeal can be made to the Provost who has the final authority to remediate the action.

Academic Probation

Student academic records will be reviewed following the fall, spring, and summer enrollment periods. Students will be placed on academic probation for the next enrollment period if their GPA falls below a 2.5 for students enrolled in the seminary programs and a 3.0 for the graduate school programs.

Admissions

Lancaster Bible College/Capital Seminary & Graduate School is an equal opportunity institution that does not discriminate on the basis of race, color, sex (except where sex is a bona fide occupational qualification), ancestry, national origin, age, disability, veteran status, or genetic information. This policy applies to all terms and conditions of employment, admission to and enrollment with the College. For admission criteria and application process, see individual programs.

Assessment Plan for Programs/Institution

Lancaster Bible College | Capital Seminary & Graduate School exists for the purpose of educating Christian students to think and live a biblical worldview and to proclaim Christ by serving Him in the Church and society. Our vision is to be a premier learning community that intentionally develops the head, heart and hands of servant ministry leaders for global impact. Both mission and vision are integrated through the more general Institutional Values & Goals, Core Knowledge & Skills, Bible & Theology Outcomes, and Arts & Sciences Outcomes, as well as the more specific program and course objectives. Our Philosophy of Education, then, unites the academic community in function and direction to fulfill our mission and vision at all levels.

- Further assessment details are located at <http://effectiveness.lbc.edu/assessment>.
- The full planning and assessment document for Lancaster Bible College | Capital Seminary & Graduate School can be found at Planning & Assessment @ LBC.

Audit Students

Most courses may be audited when classroom space is sufficient. Auditors do not earn credit and are not required to submit written assignments or take examinations. If auditors wish to do the assignments and take the examinations, they should arrange this with the professor to confirm that he/she is willing to grade them. Professors are not required to grade the work of auditors. If the work is completed and graded, an audit may not be changed to credit status.

Participation in class discussions is permitted. Auditors should be sensitive to credit students and not monopolize or sidetrack discussions. Auditors should complete the reading assignments to enhance their learning and class participation.

Guidelines for registering are as follows:

- **Alumni:** Alumni of Capital Seminary & Graduate School may register to audit a course by contacting Capital Seminary & Graduate School Office (717-560-8297 or capitaloffice@lbc.edu). No other information is required. The only cost is the student service fee. Limit one course per semester.
- **Students:** Students may audit a course by indicating such at registration. The audit fee and student service fee will be assessed.
- **Student Spouses:** Spouses of students may register to audit a course by contacting Capital Seminary & Graduate School Office (717-560-8297 or capitaloffice@lbc.edu). The only cost is the student service fee. Limit one course per semester.

- **Others:** Other individuals may audit a course, as space is available. Admission will be granted through a non-degree application from Capital Seminary & Graduate School Office (717-560-8297 or capitaloffice@lbc.edu). The audit fee and student service fee will be assessed.

Campus Safety and Right to Know Act

A full Report detailing safety procedures and any consumer information is located at our consumer information page, <http://www.lbc.edu/about/student-consumer-information/index>.

Class Attendance

Attendance at all on-site class sessions, and participation in all online forums, is expected. Failure to fully engage in these on-site sessions and forums will minimize the benefit of the course to the student, in addition to adversely affecting one's final grade. Due to the compressed time frame for residency in blended courses, attendance is required for the full residency time. However, certain extenuating circumstances may keep a student from attending the full residency portion of a course. Proper communication from student to professor is expected for the purpose of establishing an alternate plan for course completion. Each of these rare cases will be handled individually between the professor and student.

Complaints or Grievances

The following provides information regarding the filing of complaints or grievances against Lancaster Bible College | Capital Seminary & Graduate School or its employees acting on behalf of the college.

STUDENTS: Students will not be subject to any unfair action or treatment as a result of initiating a complaint or grievance. Students also have the right to go directly to one of the agencies listed below.

EMPLOYEES: See the current Employee Handbook for various policies and procedures or contact the Director of People Development & Human Resources at humanresources@lbc.edu. Employees also have the right to go directly to one of the agencies listed below.

PROSPECTIVE STUDENTS, PARENTS, AND OTHERS: We encourage initial complaints or grievances to be filed with our Director of People Development & Human Resources (PDHR) at humanresources@lbc.edu. The PDHR Department has policies, procedures, and forms in place for specific complaints and grievances and can be viewed here. Individuals also have the right to go directly to one of the agencies listed below.

External Accountability Agencies

Individuals have the right to go directly to one or more of the agencies listed below to initiate a complaint or grievance if the student complaint cannot be resolved after exhausting the school's grievance procedure. The student should submit written complaints to:

Middle States Association of Colleges and Universities

3624 Market Street
Philadelphia, PA 19104

Association for Biblical Higher Education

5850 T. G. Lee Blvd, Suite 130
Orlando FL 32822

Pennsylvania Department of Education

Bureau of Postsecondary and Adult Education
333 Market Street, 12th Floor
Harrisburg, PA 17126

Maryland Higher Education Commission

Associate Director for Private Career Schools
6 N. Liberty Street, 10th Floor
Baltimore, MD 21201

Florida Department of Education
 Commission for Independent Education
 325 W. Gaines Street, Suite 1414
 Tallahassee, FL. 32399

Continuous Enrollment

Continuous enrollment is encouraged and expected in all Capital programs. It is understood that extenuating circumstances occur which may prevent a student from enrolling in a given semester. However, this should be viewed as an exception. Should a student not enroll for a 180-day period, he/she will be officially withdrawn from the program and will need to reapply. A readmission application is available from Capital Seminary & Graduate School Office (capitaloffice@lbc.edu or 717.560.8297). Student records will be reviewed after each Fall, Spring & Summer semesters.

See Planned Return Policy for further details.

Course Add/Drop/Withdrawal

Students may drop 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 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

Students must submit a Drop Form to drop a class. The form is available at this link and on the student portal.

Students may withdraw from a course through the end (Sunday) of the second to last week of the course.

Students must submit a Course Withdrawal Form to withdraw from a course. The form is available at this link and on the student portal. Tuition refunds will be made according to policies established by Capital Seminary & Graduate School as listed in the section on Financial Information.

Ceasing to attend class or to complete online activities does not constitute a withdrawal from a course.

Students are strongly encouraged to talk with their academic advisor when considering dropping or withdrawing from a course as these actions have implication for financial costs and financial aid.

We realize that persisting through a course can sometimes be challenging when circumstances interrupt your plans. If you find yourself in a tough spot, please reach out to your advisor for support, help, and prayer. Involving your professor is also a great way to work through challenges. Academic mentoring is available, as well as writing center and library services. Although the journey to completing your education may get difficult, it doesn't mean that you shouldn't be on the journey. Continue to persist. Reach out for help. Lean into God as a wonderful co-student.

English Language Proficiency Policy

Lancaster Bible College|Capital Seminary & Graduate School

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.

Minimum Qualifying Scores:

The following scores are acceptable for admission to Lancaster Bible College|Capital Seminary & Graduate School

	Undergraduate	Graduate/Seminary	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

Australia

The United Kingdom

Antigua and Barbuda Bahamas

Barbados Bermuda

British Virgin Islands (Anguilla, St. Kitts and Nevis)

Cayman Islands

Dominica

Grand Turks and Caicos Islands

Grenada

Guyana Jamaica

Saint Lucia

Trinidad and Tobago

Saint Vincent and the Grenadines

**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:

- A cumulative GPA of 2.75 or above
- Earned a “C” or higher in a college level English course
- The academic record has been reviewed by college personnel 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

Revised: 04/2017 (Include Caribbean countries)

Revised: 02/2018 (IELTS, TOEFL waivers)

Revised: 07/2019 (SAT/ACT/CLT waiver, High School, Faculty interview)

Revised: 08/2021 (Duolingo, Clarify waivers)

Previous policy allowed for an Admissions Committee decision to accept student with lower exam scores, who would be given additional English language assistance at the institution, but with the implementation of the SEVP Policy Guidance S13.1 this policy has been revised, and no I-20 will be issued for a student who doesnot meet the above English language proficiency requirements.

Grading System

Grades are available to students in MyLBC (online student management system) at most 6 weeks after the end of the semester or course session. Capital follows the 4.0 grade point system. The grades, grade points, and their interpretation are as follows:

A	4.0	Excellent
A-	3.7	
B+	3.3	
B	3.0	Good
B-	2.7	
C+	2.3	
C	2.0	Average
C-	1.7	
D+	1.3	
D	1.0	Passing
D-	0.7	
F	0.0	Failure
I	Not figured in GPA	Incomplete
W	Not figured in GPA	Course Withdrawal
S	Not figured in GPA	Satisfactory
U	Not figured in GPA	Unsatisfactory
AU	Not figured in GPA	Audit

Incomplete grades are given at the discretion of a faculty member.

Nondegree Students

Students may apply and be admitted as non-degree students. Admission criteria and application procedures are available through Capital Seminary & Graduate School Office (717-560-8297 or capitaloffice@lbc.edu). Various reasons exist for students to apply as non-degree students including anticipated admission, enrichment, continuing education for employment (ex. Act 48 hours), and transfer courses. Coursework requirements for non-degree students are the same as for degree students. Upon completion of the requirements, credit is awarded and a transcript is available. Non-degree students should not be confused with audit students.

Student Classification

Matriculating Student

Students who have formally applied and been admitted into a degree program.

Nondegree Student

Students who have submitted a Nondegree Application and have been accepted as a nondegree student. These students are not eligible to receive a degree or certificate.

Full-Time Student

Grad/Sem: Student enrolled for six or more credits per enrollment period.

Doctoral: Students enrolled for eight or more credits per enrollment period.

Part-Time Student

Grad/Sem: Student enrolled for five or less credits per enrollment period.

Doctoral: Students enrolled for seven or less credits per enrollment period.

Readmission

Students not enrolled for any class for more than 180 days are withdrawn from Capital Seminary and Graduate School. Students wishing to be readmitted can obtain a Readmission Application from their assigned Student Experience Specialist. If reinstated, students are subject to the graduation requirements as contained in the catalog at the time of their readmission.

Student Rights Under FERPA

What is FERPA?

The Family Educational Rights and Privacy Act (FERPA) affords you, the student, certain rights with respect to your educational record once you are admitted as a student to the College.

- FERPA Letter to Parents and Students
- LBC FERPA Permission to Release Information Form

What are my rights under FERPA?

As a college student you have four rights under FERPA: (Forms to exercise rights #1-3 are available in the registrar's office)

1. To inspect and review your educational record within 45 days of your request.
2. To request amendment of your educational record.
3. To have some control over the disclosure of personally identifiable information from your educational record, except in the areas that FERPA authorizes disclosure without student consent.
4. To file a complaint with the US Department of Education concerning alleged failures by the College to comply with the requirements of FERPA.

What documents are included in my educational record?

Student educational records are specifically defined as all paper and computer records, files, documents, and other materials that contain information directly related to you, the student, and maintained by LBC or someone acting for the College according to policy. Excluded from student educational records are records of instructional, supervisory, and administrative personnel in the sole possession of the maker and that are not accessible or revealed to any other person, except a substitute. Additionally, notes of a professor or staff member intended for his/her own use are not part of the educational record, nor are campus security records, parents' financial statements, application records of students not admitted to the College, alumni records, or records of physicians, psychiatrists, psychologists, or other recognized professionals.

Educational records are maintained by, but are not limited to the following offices, departments, and/or individuals: Registrar's Office, Financial Aid Office, Business Office, Student Services Office, placement office, and academic advisors.

What is Directory Information?

Some information about students is considered "Directory Information." Directory information may be publicly shared by the institution without student consent unless the student has taken formal action to restrict its release. "Directory Information" at LBC includes: name, address (current, local, home, and electronic mail), telephone number (current, local, and home), date of birth, parent/spouse contact information (address and phone number), photo, major/program, weight and height (athletic teams), date(s) of attendance, enrollment status (full-time, part-time, not enrolled), date(s) of graduation, degrees and awards received, and participation in officially recognized activities and sports.

Can I control the release of Directory Information?

Yes, you can restrict the public release of directory information by completing a form available in the registrar's office. You should carefully consider imposing a restriction on the Directory Information. The limits of the College's student information system make it an all or nothing option. For example, your friends would not be able to obtain your directory information nor would the College be able to use it in graduation programs and news releases. This restriction should be reserved for extreme circumstances or on the advice of a legal or medical professional.

Who and under what circumstances can someone access my educational record?

According to FERPA regulations, no one has access to your educational record (other than directory information) without your written permission, except: (1) a school official (defined as: administrators, faculty, professional staff, staff, student workers, and students serving on official College committees) who has a legitimate education interest (defined as: the information or records requested are relevant and necessary to the accomplishment of some task or determination related to the inquirer's employment responsibilities/committee responsibilities or are acting within the course and scope of their employment and/or authority). (2) a parent or guardian who presents a certified copy of the most recent federal income tax form that reports you as a dependent. Other, less common individuals who may access your educational record without your consent include: (3) authorized representatives of accrediting agencies, as well as federal, state, and local government offices, persons or organizations providing financial aid to a student, (4) persons in compliance with a judicial order or subpoena, (5) persons in an emergency if the protected information is needed to protect the safety of the student or other persons, (6) parents regarding the student's violation of any federal, state, or local law, or any college policy or rule governing the use of alcohol or a controlled substance as long as the institution has determined that there has been a violation and the student is under the age of 21 at the time of disclosure, (7) the victim of an alleged perpetrator of a crime of violence or a non-forcible sex offense (limited to the final results of the disciplinary proceeding conducted by the College), and (8) the public in relation to a determined crime of violence or non-forcible sex offense that violates College policy or rule (disclosure limited to the student's name, the violation, and any sanctions imposed by the institution against the student).

Am I required to use my social security number as a personal identifier?

A Federal court ruling upheld the use of the social security number as a personal identifier for administrative purposes in higher education. We protect the privacy of the social security number as required by FERPA. However, you may request (form available in the Registrar's Office) the assignment of an alternate identification number. Effective January 2002, any new students admitted to LBC will no longer have a social security number as a personal identifier for administrative LBC purposes.

Which College Officer is responsible for administering the FERPA guidelines?

The Office of the Registrar is responsible for the institutional compliance with the FERPA guidelines and maintenance and release of the educational record. Questions, interpretations, further explanations, or concerns about FERPA and the College's FERPA policy are to be directed to the registrar.

How do I file a complaint with the US Department of Education?

Complaints are to be filed with the:

Family Policy Compliance Office
US Department of Education
600 Independence Avenue, SW
Washington, DC 20202-4605

Transfer Credit - Master's Programs

Transfer of Credits to Capital Master's Programs

Students transferring from theological seminaries or graduate institutions with accreditation recognized by the U.S. Department of Education will be given advanced standing to the extent that their credits approximate the curriculum of Capital Seminary & Graduate School (Capital). Students planning to take courses at other institutions to apply toward Capital's degree programs should secure prior approval from the Registrar for acceptance of these courses.

Please see your program's Transfer of Credits section for specific policies.

Transfer of Credits to Other Institutions

Capital cannot guarantee the transfer of course credits to other receiving institutions. This is because programs and requirements differ between institutions and transfer decisions are made by the receiving institution. Students who are taking courses at Capital and planning to transfer their earned course credits to another institution should contact the receiving institution to confirm the transferability of Capital's course credits to the receiving institution.

Transfer Credit Doctoral Programs

Students transferring from theological seminaries or graduate institutions with accreditation recognized by the U.S. Department of Education will be given advanced standing to the extent that their credits approximate the curriculum of Capital Seminary & Graduate School. Transfer credits must be from a doctoral program with a final grade of "B" or higher. MA or MDIV credits cannot be used towards advanced standing in a doctoral program. Students can transfer no more than 50% of a degree. For specific information or questions, applicants or students must consult the program director.

Transcripts/Student Records

Transcripts

Since Lancaster Bible College | Capital Seminary & Graduate School is regionally and nationally accredited, students should be able to transfer most credits to other institutions. Copies of transcripts may be requested for the established fee by clicking the Request Transcript link found on the website. Such transcripts will be forwarded by mail to appropriate institutions, but are not issued directly to students. Transcripts will not be issued for students who have outstanding account balances.

Student Records

Student records, including transcripts, are maintained electronically in a computer database for graduates indefinitely. Those withdrawn from a program prior to completion will have their records on file for a minimum of three years from the withdrawal date. Transcripts for courses taken with Lancaster Bible College | Capital Seminary & Graduate School will remain indefinitely. All student records are kept confidential according to FERPA.

Financial Information

Doctoral Studies

The program tuition and fees includes academic fees and tuition charges. **Tuition will not increase during the duration of your program.** Additional expenses *not* included are application fee, transcript fees, books, software purchased by the student, housing, meals, travel, dissertation or project binding expense, and extension fees.

Students may select a payment plan:

- Payment for program in full prior to the start of the program.
- Payments by Term: Payments are due two weeks prior to the start of each term.
- Payment Plans: Payment Plans may be arranged through the Solution Center. More information is found under "Paying Your Bill" in the student portal.

A deposit of \$2,000 is due upon acceptance into the program. The deposit is non-refundable and serves to hold the student's seat in this limited enrollment program.

Doctoral Programs Cost Structure

Program

PhD in Biblical Studies	Cost
Non-refundable Program Deposit (due at time of acceptance)	\$ 2,000
All Inclusive Program Fee (includes tuition and all fees)	<u>\$36,670</u>
Program Total	\$38,670

PhD in Leadership

Non-refundable Program Deposit (due at time of acceptance)	\$ 2,000
All Inclusive Program Fee (includes tuition and all fees)	<u>\$36,670</u>
Program Total	\$38,670

Doctor of Ministry

Non-refundable Program Deposit (due at time of acceptance)	\$ 2,000
All Inclusive Program Fee (includes tuition and all fees)	<u>\$18,740</u>
Program Total	\$20,740

Students are responsible for travel costs associated with attending all residence experiences.

Additional Doctoral Program Fee

Fee Type	Cost
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Extension Fee (after 5 years for PhD Biblical Studies; after 4.5 years for PhD Leadership; after 3 years for DMin)

\$1,000 per term

Federal Refund Policy

Students who completely withdraw from classes during the first 60% of the enrollment period and have received federal Direct Loans will be subject to the Federal Refund Policy. This policy is in addition to the Capital Seminary and Graduate School's institutional refund policy. The student's withdrawal date is either:

- The date the student began the Capital Seminary & Graduate School withdrawal process or officially notified Capital Seminary & Graduate School of the intent to withdraw;
- The midpoint of the enrollment period for a student who leaves without notifying Capital; or
- The student's last date of enrollment at a documented academically-related activity.

Students may only receive the amount of federal aid money that they have "earned" which is determined by a special federal refund formula. A copy of the worksheet used for this calculation can be requested from the Financial Aid Office.

Refunds will be returned in the following order: Unsubsidized Federal Direct Loans, Capital Seminary & Graduate School aid, and private aid.

Financial Aid

Financing a college education can be an overwhelming experience. As costs continue to rise, LBC | Capital continues to provide a variety of financial aid options. LBC | Capital participates in the federal and state aid programs. The College also offers many scholarships, as well as other opportunities, to help students finance their education.

For complete details on financial aid opportunities, visit the Tuition & Financial Aid pages under the Admissions & Financial Aid sections of our website.

Financial Aid Eligibility

Satisfactory Academic Progress

All students are subject to the academic standards of the college. Students receiving financial aid must also meet other requirements as described below in order to continue to receive financial aid.

Academic Year Definition

The academic year for the seminary is composed of seven enrollment periods consisting of seven-week courses that cover 49 weeks of instructional time. The academic year for the graduate school and doctoral programs consists of three enrollment periods consisting of 48 weeks of instructional time.

Satisfactory Academic Progress Requirements

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

Students enrolled in the M.A., M.Ed., and all Doctoral Programs:

- Must maintain cumulative GPA of 3.0
- Must have a 67% completion rate

Students enrolled in the MDiv, M.A.B., M.A.M., and Certificate Programs:

- Must maintain cumulative GPA of 2.50
- Must have a 67% completion rate

Maximum Time Frame for Completion of Education Objective:

Students must complete their degree program within 150% of the published length of their degree program.

Evaluation of Academic Progress:

For students enrolled in certificate programs or programs that are less than one year, satisfactory academic progress will be evaluated at the end of each payment period. If a student fails to make satisfactory academic progress at the end of the first payment period, he or she will be placed on “Academic Warning.” The student may continue to receive Title IV aid for one payment period and no appeal is necessary.

Students enrolled in programs of longer than one year will be evaluated at the end of each academic year. The total (cumulative) academic record is considered when academic progress is evaluated (not just terms when financial aid was received). Students who are not successfully completing courses at the minimum levels as outlined are considered to be making unsatisfactory progress and will not be eligible for financial aid for the following semester.

Appeal Process:

Students may appeal financial aid termination status in writing on the appeal form available through the Solution Center. Such appeals must be made within 30 days after the date of the letter of notification and must include appropriate request documentation. The appeal must be in written form, addressed to the Financial Aid Director for consideration by the Financial Aid Committee. Mitigating circumstances that would be considered upon appeal as adequate reasons for reinstatement would be:

- student illness, accident, or hospitalization
- death or illness of parent or relative
- other family emergencies or unusual circumstances

The appeal must include why the student failed to make satisfactory academic progress, and what has changed that will allow the student to make satisfactory academic progress for the next semester.

If the appeal is granted, the student will then be placed on “Academic Probation” and will be allowed to receive Title IV aid for the next payment period or be placed on academic plan that will ensure the student is able to meet satisfactory academic progress by a specific point in time.

Graduate School

The cohort program package price for the student will not increase during their program as long as the student remains in their cohort schedule. Payment plans are available through the Solution Center at 717-560-8254, or email Solution Center.

Program Cost Structure

Program	Full Program	
Master of Arts in Professional Counseling-PA	48 Credits	
		\$27,760
Master of Arts in Professional Counseling-MD	60 Credits	
		\$35,300
Master of Education English as a Second Language	39 Credits	Audit per Course

	\$21,580	\$295
Master of Education Special Education	39 Credits	Audit per Course
	\$21,580	\$295
Master of Education in School Counseling	48 Credits	Audit per Course
	\$28,120	\$295
Master of Social Work (Regular Standing)	61 Credits	
	\$34,150	
Master of Social Work (Advanced Standing)	34 Credits	
	\$19,075	

Student Fees

Fee Type	Cost
Application Fee	\$40
Student Service Fee*	\$55 (per course, included in cohort fee)
Student Service Fee*	\$75 (per term if not in cohort)
Late Registration Fee	\$50
Readmission Fee	\$25
Account Service Fee	\$125 (one-time fee applied to any unpaid balance over \$500 each term)
Monthly Service Fee	\$40 (applied to any balance over \$100)
Return Check Fee	\$40
Schedule Change (add/drop)	\$15
Transcript Fee	\$8
Capstone Fees	
Bible Entrance Exam Fee	\$20
Library Binding Fee	\$30
Microfilm Fee	\$25
Project Fees	
Personal Copy Binding Fee (optional)	\$25

CPS501 Orientation to Counseling & Psychology	\$55
CPS525 Counseling & Psychological Assessment Techniques I	\$60
CPS551 Counseling & Psychological Assessment Techniques II	\$90
MHC551 Counseling & Psychological Assessment Techniques II	\$50
PSC523 Leadership & Advocacy	\$50
PSC601 Prof. Srv I in School CNS	\$50
PSC602 Prof School CNS Internship	\$50

*Student Service Fee includes access to Library, Computer Lab, as well as parking on campus. Fee does apply to non-cohort programs.

Lancaster Bible College | Capital Seminary & Graduate School reserves the right to make adjustments in fees and tuition costs. Current information is contained in the semester registration materials.

Payment Policy

Lancaster Bible College | Capital Seminary & Graduate School offers students two methods by which they may pay their bill:

1. Pay all charges for the semester in full (after deducting your confirmed financial aid) by the following due dates: Winter/Spring - December 15, Summer - May 15, Fall - August 15
2. A monthly payment plan is available through NelNet Business Solution. For more information, contact the Solution Center at 717-560-8254, or email Solution Center.

PLEASE NOTE: If you are unable to pay for the semester in full, you must enroll in the monthly payment plan. Failure to comply with one of the two plans listed above will generate an account service fee of \$150 plus \$50 per month on any unpaid balance.

Transcripts and diplomas will not be released until all accounts are paid in full. Students owing money may not register for a new semester without clearance from the Solution Center.

Seminary

The cohort program package price for the student will not increase during their program as long as the student remains in their cohort schedule. Payment plans are available through the Solution Center at 717-560-8254, or email Solution Center.

Program Cost Structure

Program	Full Program
Master of Arts in Biblical Studies	48 Credits
	\$26,560
<i>Prices do not include application fee, payment plan fee, books, add/drop fees or any other applicable fee.</i>	
Master of Arts in Christian Care	48 Credits
	\$26,560

Prices do not include application fee, payment plan fee, books, add/drop fees or any other applicable fee.

Master of Arts in Ministry **48 Credits**
\$26,560

Prices do not include application fee, payment plan fee, books, add/drop fees or any other applicable fee.

Master of Divinity **72 Credits**
\$39,840

Additional 30 credits after completing Capital's MABS, MACC, or MAM

\$16,600

Prices do not include application fee, payment plan fee, books, add/drop fees or any other applicable fee.

Graduate Certificates	Tuition per Credit	Audit Per Course
	\$535	\$295

Solution Center

Students and guests are the number one focus at LBC | Capital Seminary and Graduate School. The Solution Center is your first stop for questions about billing, financial aid and registration as well as other general college questions.

At the Solution Center, students and guests receive help with changing their schedule, paying their bill, or finding a location on campus, just to name a few. The Solution Center works in coordination with the Business Office, the Financial Aid Office, the Registrar's Office, and other offices on campus to provide students and guests the best possible service by answering their questions or assisting them in finding the answers.

Students who need to add or drop a class, set up a payment plan, or check on their financial aid should stop by and talk with the helpful staff in the Solution Center, located in the lobby of the Esbenshade Enrollment Center. Students may also call 717.560.8254 or contact them by email.

Tuition Refund Policy

TUITION REFUND POLICY FOR ADULT ED, GRAD, SEMINARY, GLOBAL, PHD**6 WEEK COURSE (42 days):**

<u>% of class completed</u>	<u>Refund*</u>	<u># of calendar days completed</u>
0-10% of the course	100% Refund	Day 1 – Day 4
11%-20%	90% Refund	Day 5 – Day 8
21% - 30%	75% Refund	Day 9 – Day 13
31-40%	50% Refund	Day 14- Day 17
41%-50%	25% Refund	Day 18 –Day 21
51%-100%	No refund	Day 22 –Day 42
Audit	No refund	All days

* Tuition only, fees are non-refundable

8 WEEK COURSE (56 days):

<u>% of class completed</u>	<u>Refund*</u>	<u># of calendar days completed</u>
0-10% of the course	100% Refund	Day 1 – Day 5
11%-20%	90% Refund	Day 6 – Day 11
21% - 30%	75% Refund	Day 12 - Day 17
31-40%	50% Refund	Day 18 – Day 22
41%-50%	25% Refund	Day 23 – Day 28
51%-100%	No refund	Day 29 – Day 56
Audit	No refund	All days

* Tuition only, fees are non-refundable

16 WEEK COURSE (112 days):

<u>% of class completed</u>	<u>Refund*</u>	<u># of calendar days completed</u>
0-10% of the course	100% Refund	Day 1 - Day 10
11%-20%	90% Refund	Day 11– Day 22
21% - 30%	75% Refund	Day 23 –Day 34
31-40%	50% Refund	Day 35 –Day 44
41%-50%	25% Refund	Day 45 –Day 56
51%-100%	No refund	Day 57 –Day 112
Audit	No refund	All days

* Tuition only, fees are non-refundable

Veteran's Educational Benefits

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

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

Eligible students must apply for their benefits at the above website; submit their Certificate of Eligibility and LBC Application for VA Benefits to the LBC School Certifying Official at militarybenefits@lbc.edu. See our link at <https://www.lbc.edu/admissions-financial-aid/military/military-scholarships-benefit-information/> for further information.

Lancaster Bible College will not impose any penalty, including the assessment of late fees, the denial of access to classes, libraries, or other institutional facilities, or the requirement that a covered individual borrow additional funds, on any covered individual because of the individual's inability to meet his or her financial obligations to the institution due to a delayed disbursement funding from VA under Chapter 31 or 33.

Students must maintain satisfactory academic progress according to their program's guidelines in order to maintain eligibility. Students must also communicate any changes of enrollment or change of program to the VA Certifying Official.

VA Training Time for Graduate/Seminary/Doctoral Students

The VA Training Time refers to how the Department of Veterans Affairs views your course load, in order to determine the amount of housing benefit you will be paid. When your GI Bill® benefit is certified, your school certifying official is required to report the number of credit hours you are taking and your training time for each enrollment period. Please see the paragraph below that reflects how your training time is calculated, based on the length of the enrollment period, level of study (graduate, seminary or doctorate), and the number of credit hours for full-time enrollment. Keep in mind that the VA training times indicated below are for the individual enrollment periods only. Each enrollment term must be considered individually and cannot be combined with other enrollment periods for the assignment of a training time.

VA Training Time at LBC|Capital:

Full Time:

Doctoral Students: 8 credits for 16 week semester

Graduate School Students: 6 credits for 16 week semester

Seminary: 3 credits for 7 week session

Please note that the below training times are designed for Veterans Affairs benefits only, and should not be used to calculate course loads for financial aid or outside scholarships. For all other purposes (i.e.: confirmation of enrollments for lenders, insurance companies, etc.) enrollment status is determined not by individual enrollment periods, but by the entire semester. For example, the Registrar's Office considers students enrolled at the Graduate level full-time if taking a minimum of 6 credits each semester and half-time if taking a minimum of 3 credits each semester.

GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government Web site at www.benefits.va.gov/gibill.

Student Services

Bookends Bookstore

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

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

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

Textbooks may be ordered online each semester at lbcbookstore.com

Computer Resources

Lancaster Bible College | Capital Seminary & Graduate School computers are available at our Lancaster, PA and Washington, D.C. sites. These computers all include internet access and a USB port for your convenience to copy files to and from your personal flash drive. As an added convenience, most of the Capital computers are connected to network printers.

The Information Systems team has completed wireless deployment in Lancaster and Washington, D.C. To request wireless access, please contact the Help Desk at the Lancaster campus or stop by the reception areas at the Washington, D.C site. There is no software or configuration required on your laptop to enjoy wireless access while on campus.

ID Cards

Capital Seminary & Graduate School student identification (ID) cards are required to access the Library and other site resources. Students must complete the ID Card Request Form they are sent upon admittance. The link to the form can be obtained through the Capital Seminary & Graduate School Office at 717-560-8297 or at capitaloffice@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 Bennee's Bistro. . In addition to the main campus, separate library collections are available to Lancaster Bible College | Capital Seminary & Graduate School students at our various locations.

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

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

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

Library Resources

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

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

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

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

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

Academic Services

Ally Center The Ally Center is LBC | Capital's hub for academic services, resources, and accessibility. The academic services include disability services and writing services, both of which are available to every Capital student at no additional cost. For information regarding resources, locations, and hours of operation, visit lbc.edu/ally.

Disability Services

Disability Services The Disability Services Office (DSO) provides reasonable accommodations for students with disabilities to ensure access to all programs, facilities, and activities of Capital Seminary & Graduate School based on Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 (ADA), and their amendments. Accommodations are made on an individual, case-by-case basis, after an interactive process and submission of documentation to the Disability Services Coordinator. Incoming students with a disability are encouraged to submit documentation immediately upon acceptance into Capital so that accommodations can be determined before the start of the session in which they enroll. For more information, please call 717.569.7071, ext. 5383 or email DSO@lbc.edu.

Writing Services

Writing Services. Writing Services consist of one-on-one sessions with professional or peer personnel at any stage of the writing process for any seminary or graduate course. Sessions focus on development of argument and ideas, formatting and citations, and academic style, and students may schedule a session at any stage of the writing process for any written assignment. A variety of writing resources are also available at lbc.edu/ally. The Ally Center's Writing Services does not provide asynchronous editing or proofreading.

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