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2022-2023 Seminary and Graduate Catalog

Introduction

Welcome to LBC | Capital!

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

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Mission, Vision, and Core Values

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

Mission

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

Vision

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

Core Values

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

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

7. Committed to exemplifying a ministry and service mindset as evidenced by exerting a positive Christian influence both locally and globally.

Statement of Faith

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

The Scriptures

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

The Godhead

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

Jesus Christ-His Person and His Work

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

The Holy Spirit

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

Humanity

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

Salvation

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

The Church

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

The Future

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

History

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

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

September 1933	Eight students were in the first class.
December 1939	Degree of incorporation was granted by the Court of Common Pleas.
September 1944	The Corporation resolved that the name of the school should be Lancaster School of the Bible and School of Theology.
July 1962	The name was changed to Lancaster School of the Bible.
November 1964	The college was approved as an accredited member of the Association for Biblical Higher Education (ABHE), then known as the Accrediting Association of Bible Colleges.
May 1973	Upon provisional approval to grant degrees from the Commonwealth of Pennsylvania's Department of Education, the official designation became Lancaster Bible College.
January 1981	Pennsylvania Department of Education (PDE) granted permanent approval to Lancaster Bible College to award the Bachelor of Science in Bible degree.
November 1982	PDE approved a two-year program for offering the Associate of Science in Bible degree.

December 1982	Middle States Commission on Higher Education (MSCHE) granted accreditation to LBC.
May 1991	Elementary Education program received certification by PDE.
December 1993	Graduates of the Elementary Education program were approved to receive the Bachelor of Science in Education degree.
August 1994	Graduate School launched with PDE approval to award the Master of Arts in Bible and the Master of Arts in Ministry degrees. First classes were held January 1995.
June 1997	Comprehensive self-study and reaffirmation by ABHE and MSCHE.
April 2000	Two additional graduate degrees, the Master of Arts with programs in counseling, and the Master of Education with programs in school counseling were approved.
September 2001	Good Shepherd Chapel was dedicated.
November 2001	Health & Physical Education program received state certification. Graduates of these programs receive dual certification from PDE and ACSI.
November 2003	Peterson Hall completed and occupied.
February 2005	MEd Consulting Resource Teacher program was added. Certification from PDE was approved in Elementary School Counseling, Secondary School Counseling, Reading Specialist and Music Education.
February 2007	MSCHE & ABHE approved the offering of the Bachelor of Science in Bible degree completely online through the degree completion program.
June 2007	Comprehensive self-study and reaffirmation by ABHE and MSCHE.
September 2007	The first two, combined bachelor's/master's programs were offered in professional counseling.
October 2007	Esbensshade Hall, formerly a residence hall, was renovated and repurposed as Esbensshade Enrollment Management Center.
March 2009	MSCHE & ABHE approved the offering of the Concentrated Bible Course Certificate completely online.
May 2009	Mental Health Counseling and Marriage & Family Counseling programs were approved to be offered as bachelor's/master's programs.
August 2010	Membership in NCAA Division III approved.
December 2010	LBC received approval from PDE to grant its first doctoral degree, the Doctor of Philosophy in Leadership.
March 2011	Communication was added as an undergraduate major.
September 2011	Married student apartments constructed in 1967 were renovated into Weber Hall.
June 2012	The Commonwealth of Pennsylvania enacted legislation eliminating program approval requirements for some institutions, enabling LBC to add new degree programs at any level.

August 2012	Teague Learning Commons was dedicated, a 40,000 square foot facility housing the Charles and Gloria Jones Library and an array of learning support services.
August 2012	Partnership launched with Philadelphia Center for Urban Theological Studies
January 2013	LBC acquired the academic programs of Capital Bible Seminary and absorbed the students of Washington Bible College, opening a site in Greenbelt, MD.
April 2013	The Trust Performing Arts Center was opened in downtown Lancaster.
August 2013	LBC partnered with OneLife, a gap year program, to offer our one year certificate within the parameters of their on-campus model.
September 2013	Partnership launched with Memphis Center for Urban Theological Studies.
February 2014	ABHE granted approval for PhD Biblical Studies and an additional location in Greenbelt, MD.
September 2014	Business Administration was added as an undergraduate major.
January 2015	Partnership formalized with Compassion International and Pastors Discipleship Network in Uganda.
August 2015	A new Residence Hall was completed mirroring Peterson Hall, constructed in 2003.
March 2016	The Charles Frey Academic Center was completed, a 49,475 square foot academic hub serving as the nerve center for our online efforts, housing six of our seven core academic departments, and providing additional technology and learning space for our undergraduate, masters, and doctoral students.
Fall 2017	Reaffirmation of accreditation by MSCHE
Spring 2018	Reaffirmation of accreditation by ABHE

Dr. Thomas L. Kiedis has been the president of Lancaster Bible College since 2020. Former presidents include Dr. Peter W. Teague (1999-2020), Dr. Gilbert A. Peterson (1979-1999), Dr. Stuart E. Lease (1961-1979), Dr. William J. Randolph (1953-1961), and Dr. Henry J. Heydt (1933-1953).

Core Knowledge and Skills

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

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

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Accreditations, Associations, Approvals and Certifications

Institutional

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

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

Specialized

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

Approvals

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

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

Authorization to Award Degrees

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

Institutional Participant

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

Memberships

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

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

Academic Degrees Overview

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

Traditional Undergraduate Degrees

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

Adult Education and Online Undergraduate Degrees

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

Seminary and Graduate Degrees

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

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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

Core Competencies

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

Expert Biblical Exegete

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

Innovator of Education

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

Researcher Scholar

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

Program 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

Educational Leadership (EdD)

Program

Educational Leadership

Credential

Doctor of Education (EdD)

Program Overview

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

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

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

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

Significant Features:

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

Program Mission Statement

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

Program Outcomes

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

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

Locations offered

Online

Curricular Structure/Degree Requirements

Educational Leadership

BTC 503	Foundations for Integration OR	3
BTC 504	Perspectives on Integration	3
EDL 801	Philosophical and Theoretical Foundations of Strategic Educational Leadership	3
EDL 805	Organizational Behavior and Change	3
EDL 810	Faith, Ethics, and Equity in the Educational Context	3
EDL 815	Instructional Supervision and Professional Development	3
EDL 820	Data Analysis and Evidence-Based Improvement	3
EDL 825	Politics, Policy, and Governance	3
EDL 830	School Law	3
EDL 835	Planning and Managing Financial Resources	3
EDL 840	Personnel Management	3
EDL 845	Curriculum Design, Management, and Evaluation	3
EDL 850	Technology for Educational Leaders	3
EDL 860	Systematic Study of Complex Problems of Practice	3
EDL 829	Collaborative Team Approach	3
EDL 901	Action Research Proposal	6
EDL 902	Action Research Dissertation	6

Application, Admission, Retention, and Graduation

Admission Requirements

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

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 EdD in Educational Leadership. Equivalency options through the completion of additional approved academic courses include: campus-based courses; web-based courses; completing academic courses at another accredited institution; etc.

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

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

Applicants 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.

Application Process

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

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

Steps to Apply

1. Complete the Application Form (include \$40 non-refundable application fee): EdD Application

2. Submit Additional Documents

- Official transcripts from all post-secondary schools attended;
- One Recommendation for Admission (one professional)

3. Statement of Purpose (750-1000 words)

-The Statement of Purpose should outline the applicant's leadership experience, current role in education, and purpose for pursuing an EdD in Educational Leadership.

4. Complete Standardized Testing

- If required as an additional assessment by the Director of the EdD in Educational Leadership program, applicants must take and submit official test scores for the GRE or MAT.
- Applicants whose first language is not English must also submit scores for the Test of English as a Foreign Language exam (TOEFL).

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.

Application Response

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

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

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

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

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

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

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

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

Retention

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

Graduation

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

Program Director

Dr. Robin Bronkema, PhD

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

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

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

Faculty

Dr. Robin Bronkema, PhD
Dr. Bob Dodson, EdD
Dr. Stacey Martin, EdD

Leadership PhD

Name of Program

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 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

Leadership PhD Curriculum

ORI 900 Orientation Seminar, 0 credit

Foundational Literature Review, 0 credit

LSP 901	Empirical Research I: Critical Inquiry and Research Design	4
LSP 902	Biblical and Theological Foundations of Leadership	4
LSP 903	Character and Ethics in Leadership	4
LSP 904	Personality and Developmental Theory	4
LSP 905	Teaching & Learning: Theory and Practice	4
LSP 906	Leadership and Management Theory	4
LSP 907	Team Dynamics	4
LSP 908	Empirical Research II: Research Problem and Literature Review	4
LSP 909	Organizational Theory and Development	4
LSP 910	Empirical Research III: Prospectus and Instrument Development	4
LSP 911	Change, Power, and Conflict	4
LSP 912	Comprehensive Exams	0
LSP 913	Prospectus: Chapters 1-3	4

Application, Admission, Retention, and Graduation

Foundational Literature

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

Admission Requirements

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

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

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

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

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

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

Application Process

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

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

Steps to Apply

1. Complete the Application Form (include \$40 non-refundable application fee): PhD Application

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

Complete Interview, Field Essay and Research Sample

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

Application Response

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

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

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

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

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

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

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

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

Statute of Limitations and Continuation Fee

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

Graduation

COMMENCEMENT

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

CAP AND GOWN

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

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

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

PREPARING FOR GRADUATION

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

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

Program Director

Kevin Gushiken, PhD

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

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

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

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

Faculty List

Kevin Gushiken, PhD

Mark Eckel, PhD

Ryan Kuehner, PhD

Debra Johnson-Cortesi, PhD

Skip Lewis, PhD

Gene Habecker, PhD

Ryan Hartwig, PhD

Michael Anthony, PhD

Rodney Cooper, PhD

Ministry (DMin)

Doctor of Ministry (DMin)

Introduction

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

Program Purpose

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

Program Philosophy

The Doctor of Ministry is a cohort-based program. Students will enter with a group of 10-14 other students. The cohort will follow a prescribed sequence of courses together. Because cohort learning involves students who start and finish their degrees together, students will experience several educational advantages. Cohort learning, 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 academic quality. Students participate in online discussions and other learning activities led by 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 Core Competencies

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

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

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

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

Locations for Residencies: Lancaster, PA and Greenbelt, MD. Blended format.

Program Director

Robert Reyes, Ph.D., CFLE

Dr. Robert Reyes is originally from San Juan, Puerto Rico. He served as a professor of human development and family Science from 2012-2021. 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 an assistant and associate professor of human development and family science and director of the Latino Partnership program.

CITL aimed to understand and disseminate findings on the nature and process of intercultural education for Latino students. At CITL, Dr. Reyes was instrumental in developing the Center's post-doctoral research fellowship program and developing 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 chaplain's candidate program and volunteered as an assistant pastor for a Salvadorian group in Burbank, CA.

His research interests include studying acculturative stress and coping among Latino families and the study of racial reconciliation. In particular, the study 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, Lyndsey, and Daniel. He enjoys swimming, scuba diving, listening to audiobooks, and traveling with his family for fun.

Faculty

E. Penny Clawson, EdD

Debra Johnson-Cortesi, PhD

Kevin Gushiken, PhD

Michael Anthony, PhD

Ministry (DMin)-FTSA

FTSA Doctor of Ministry

Name of Program: Doctor of Ministry

Credential: DMin

Location: Brazil, Blended format

Introduction

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

Program Purpose

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

Program Philosophy

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

Educational Philosophy

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

Seminar Format

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

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

Program Core Competencies

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

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

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

Program total

34 credits

Core Values

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

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

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

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

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

Required Courses

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

FTSA Application, Admission, Retention, and Graduation

Admission Requirements

Admissions Requirements

Applicants must have:

- A completed application
- A personal testimony of faith in Jesus Christ
- An earned and accredited Master of Divinity degree or an appeal process for acceptance with MA, letter of appeal, and ministry experience
- A minimum cumulative grade point average (GPA) of 7 (on a 0-10 scale) in previous master's work (Note: if you are coming from an institution that uses a different GPA scale, your GPA will be converted as it applies to this scale)
- Field Essay (if necessary – will be assessed with Rubric for DMin Writing)
- English Reading Comprehension
- References
- A 15-page research paper written at the master's level (assessed with Rubric for DMin writing)
- Interview with Representative from FTSA

Application Process

Application Process

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

1. Complete the DMin Application
 2. 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)
 3. Submit additional documents:
 - Official transcripts from all degree granting post-secondary schools attended
 - Two Recommendations for Admissions forms (one academic, one pastoral)
 - Personal Testimony
 - A 15-page research paper written at the master’s level
 - Field Essay (assessed with Rubric for DMin Writing)
 4. Complete an Interview
- 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 days prior to the cohort start date. Once an application file is complete and the interview has taken place, Capital Seminary faculty will evaluate the applicant’s profile in terms of demonstrated and potential ability to complete doctoral studies successfully. The committee makes a consensus admission decision on applicants (five decisions are possible) using the following scale:

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

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

Enrollment

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

Retention

Continuation Fees and Statute of Limitations

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

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

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

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

Graduation

Graduation

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

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

Commencement

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

FTSA DMin Program Design

Designed for "Life-Engaged" Learners

"Life-engaged" learners are students who are actively engaged in family, church, and professional life while participating in the doctoral program. While the program is intensive in nature, the time required on campus will not necessitate relocation or require students to leave their current leadership context. This is accomplished through an internet enhanced delivery model. Students are physically on campus for 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 15 other students. This cohort follows a prescribed sequence of courses together. Because cohort learning involves a group of students who start and finish their degree together, students experience a number of educational advantages. Cohort learning, combined in a blended manner with both face-to-face and internet-enhanced learning, offers one of the most effective learning opportunities available to the doctoral student. Genuine, rich, and deep relationships will be developed through the course of the program as students support and serve each other in the quest for knowledge. As part of a cohort group, doctoral level students will be expected to ground their research in significant and pertinent literature and to share resources with their colleagues in preparation for on-site seminars.

Internet Enhanced Learning

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

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

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

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

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

Faculty

Kevin Gushiken, PhD
 Rubens Muzio, PhD
 Antonio Barro, PhD
 Jorge Barro, PhD
 Robert Reyes, PhD

Seminary Programs

Biblical Studies (MABS)

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 8 weeks in length with 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.

Program Outcomes:

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

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

Locations offered

Lancaster, Washington, DC, and Online

MABS Curricular Structure/Degree Requirements

Competencies and Credits for Each

Competencies	Credits
• Biblical and Theological Foundations	15
• Biblical Skills Development	15
• Concentration courses	12
• Open Electives	6
Program Total	48

Biblical Skills Development

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

Biblical & Theological Foundations

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

Concentrations

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
APO	APO Elective	3
APO	APO Elective	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 517	Theological Method	3
THE 518	History of Christian Doctrine	3
	Advanced Bible or Theology Elective	3
	Advanced Bible or Theology Elective	3

Theology Concentration Electives:

THE 510 Old Testament Theology

THE 511 New Testament Theology

THE 515 Developing a Biblical Worldview

THE 516 Biblical Integration for Faithful Christian Teaching

THE 520 Selected Topics in Systematic Theology

THE 531 Theological Classics

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
	Elective	
	Elective	
	Elective	

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

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.

Graduation

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

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

Program 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

Daniel Spanjer, PhD

Justin Harbin, EdD

Mark Draper, PhD

Christian Apologetics (MA)

Degree: Master of Arts

Program Overview

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

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

Program Mission Statement

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

Program Outcomes

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

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

Locations: Lancaster and Online

Program Philosophy

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

Educational Philosophy

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

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

Christian Apologetics MA Degree Requirements

Biblical and Theological Foundations	12 credits
Required Apologetics courses	12 credits
Capstone course	3 credits
Elective Apologetics courses	9 credits
Program Total	36 credits

Biblical & Theological Foundations

BIB 505	Introduction to Biblical & Theological Research	3
THE 501	Theology I	3
THE 502	Theology II	3

Apologetics Core

Apologetics Electives

Application, Admission, Retention, and Graduation

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.

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

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- **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.

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, Master of Arts in Formational Leadership, and Master of Arts in Christian Apologetics must complete the following application steps. Decisions for admission to these programs are made using each application piece listed as criteria.

Graduation

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

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

Program Director

Mark Farnham, PhD (Westminster)

Dr. Mark Farnham has been teaching apologetics since 2007 at both the undergraduate and graduate levels. He has engaged unbelievers in gospel conversations in a multitude of settings and teaches apologetics with the end goal of actual engagement with those who don't know Christ. He has published books on apologetics and ethics, as well as a complete apologetics curriculum for high schoolers, *Approachable Apologetics (Positive Action for Christ, 2023)*. In addition to twenty years of teaching he has served in pastoral roles in churches in Connecticut and Pennsylvania.

Faculty

Rodney Pearce, MDiv
Ron Belsterling, PhD
Andrew Keenan PhD (ABD)
Jeff Mindler, MA

Christian Care (MACC)

Master of Arts in Christian Care

Credential

Master of Arts: Christian Care (MACC)

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, with weekly remote synchronous learning sessions between students and their professor

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

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

Bible & Theology Foundation

Ministry Praxis

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

Advanced Christian Care Praxis

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

Field-Based Experience

CHC 590	Christian Care of Individuals and Families Practicum	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. 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.
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. Computer Proficiency Form: An online computer proficiency form will be completed.

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.

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

Program Director

Philp G. Béna, MA

Professor Phil Béna was a member of the faculty at a Bible College for 31 years. There he taught and was the Chairperson for the Department of Psychology and Counseling and Director of Student Ministries. Professor Béna has a BA degree in Biblical Studies and an MA degree in Counseling Psychology. Presently, he is a Professor and the Program Director for the Master of Arts Christian Care Program. In addition to his Seminary work, he is an ordained minister and Assistant Pastor at a Washington, DC area local church where he has served since 1997. He maintains an active speaking and music ministry to various churches, institutions, organizations, and has published four musical recordings. He is a member of the American Association of Christian Counselors and has served on multiple ministry boards. He has been married to his wife Brenda since 1978. They have three adult children and two grandchildren.

Faculty

Dr. Daniel Hyun, DMin
Dr. (Chaplain) Charles Ross, PhD
Dr. Deborah Johnson-Cortesi, PhD
Professor David W. Swan, Jr., MS, MA
Professor Ron Stimeare, MS, MACC
Dr. Clifford H. Mack Jr., PhD
Professor Pamala Cubas, MA MFT

Contextualized Pastoral Ministry (MACPM)

Contextualized Pastoral Ministry

Name of Program

Contextualized Pastoral Ministry

Credential

Master of Arts

Location: Kampala, Uganda

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.

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
African Context		
PDN 521	Issues in African Pastoral Ministry I	3
PDN 522	Issues in African Pastoral Ministry II	3
PDN 523	Field Based Ministry I	2
PDN 524	Field Based Ministry II	2
Bible & Theology		
PDN 501	The Biblical Narrative	3
PDN 502	Biblical Hermeneutics	3
PDN 503	Introduction to Christian Theology I	3
PDN 504	Introduction to Christian Theology II	3
PDN 505	Church History and the African Context	3
Ministry Application		
PDN 511	Communicating Biblical Truth	3
PDN 512	Spiritual Formation and Discipleship	3
PDN 513	Community and Family Systems	3
PDN 514	Holistic Child Development	3
PDN 515	Leader's Life and Work	3

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

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

Formational Leadership (MAFL)

Degree: Master of Arts: 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 concerning their impact on the 21st-century church.

Program Purpose

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

Educational Philosophy

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

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

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

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

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

Location: Online

Program Outcomes

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

Program Director

Aaron Brown serves as director of the Master of Arts in Formational Leadership and Master of Divinity: Formational Leadership. Additionally, he is the Associate Chair in the Church and Ministry Leadership Department at Capital Seminary. Aaron earned a Bachelor of Arts in Biblical Studies from Biola University and a Master of Divinity from Talbot School of Theology in La Mirada, CA.

Aaron's primary research interests include spiritual formation, discipleship, and the spiritual health of ministry leaders. He has presented on these subjects at workshops, retreats, and training conferences. Outside of his work at LBC | Capital, Aaron has served in various ministry roles related to teaching, discipleship, strategic leadership, and youth ministry. He enjoys guiding teams through brainstorming and strategic planning work to solve their pressing ministry challenges.

Faculty

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

Ministry (MAM)

Degree: Master of Arts

Introduction

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

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

Program Purpose

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

Educational Philosophy

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

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

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

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

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

Locations

Lancaster and Online

Program Outcomes

As a result of this program, students will...

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

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.

Program Director

Dr. LaSondra Barnes, DMin

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

Faculty

James Ayers, PhD

LaSondra Barnes, DMin

Casey Barton, PhD

Philip Bena, MA

Sherry Bell, MA

Ronald Belsterling, PhD

Kirk Belmont, DMin

Aaron Brown, MDiv

Terriel Byrd, PhD

Mark Cote, DMin

Rick Chung, DMin

Douglas Curry, DMin

Mark Eckel, PhD

Mark Farnham, PhD

Douglas Finkbeiner, PhD

Adam Flynt, DMin

Steve Grusendorf, PhD

Penny Gushiken, MA

Samuel Harbin, DMin

Ryan Hartwig, PhD

Deborah Hinkel, MA

Debra Johnson-Cortesi, PhD

Joseph Kim, PhD

Miles (Skip) Lewis, EdD

Mark McGeever, DMin

Timothy Nicholls, PhD

Randal Pelton, PhD

Brian Pinzer, PhD

Joshua Rhodes, MA

Alex Sackey-Ansah, PhD

Ed Scheuerman, DMin

Ryan Shenk, MA

Timothy Sidebothom, PhD

Rebekah Strangarity, MA

Marc Talbert, PhD

Currie Tilley, Jr., EdD

Alex Tufano, MA

John Wilkinson, PhD

Nathaniel Yates, PhD

Esther Zimmerman, PhD

Ministry (MAM) - Maryland

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

As of March 1, 2023, this concentration is not accepting new students.

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

Concentration 5

Youth & Young Adult Ministry

As of March 1, 2023, this concentration is not accepting new students.

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 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.

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 the Registrar's Office (Registrar@lbc.edu). 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 the Registrar's Office.

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 the Registrar's Office. 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)

See the sections following MDiv for **Master of Divinity: Christian Care (MDiv-CC)** and **Master of Divinity: Formational Leadership (MDiv-FL)**

Credential: Master of Divinity

Introduction

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

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

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

Program Purpose

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

Educational Philosophy

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

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

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

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

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

Locations

Lancaster and Online

Program Outcomes

As a result of this program, students will...

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

Program Director

Aaron Brown serves as interim director of the Master of Divinity. Additionally, He is the Associate Chair in the Church and Ministry Leadership Department and directs Formational Leadership programs (MAFL, MDiv-FL) at Capital Seminary. Aaron earned a Bachelor of Arts in Biblical Studies from Biola University and a Master of Divinity from Talbot School of Theology in La Mirada, CA.

Aaron's primary research interests include spiritual formation, discipleship, and the spiritual health of ministry leaders. He has presented on these subjects at workshops, retreats, and training conferences. Outside of his work at LBC | Capital, Aaron has served in various ministry roles related to teaching, discipleship, strategic leadership, and youth ministry. He enjoys guiding teams through brainstorming and strategic planning work to solve their pressing ministry challenges.

Faculty

James Ayers, PhD

LaSondra Barnes, DMin

Casey Barton, PhD

Philip Bena, MA

Sherry Bell, MA
Ronald Belsterling, PhD
Kirk Belmont, DMin
Aaron Brown, MDiv
Terriel Byrd, PhD
Mark Cote, DMin

Rick Chung, DMin
Douglas Curry, DMin
Mark Eckel, PhD
Mark Farnham, PhD
Douglas Finkbeiner, PhD
Adam Flynt, DMin
Gordon Gregory, Jr., DTh

Steve Grusendorf, PhD

Penny Gushiken, MA
Samuel Harbin, DMin
Ryan Hartwig, PhD
Deborah Hinkel, MA
Albin Huss, PhD
Victor Jacobs, PhD
Debra Johnson-Cortesi, PhD
Joseph Kim, PhD
Miles (Skip) Lewis, EdD
Mark McGeever, DMin
Mark Meyer, PhD
Timothy Nicholls, PhD
Randal Pelton, PhD
Brian Pinzer, PhD
Joshua Rhodes, MA

Alex Sackey-Ansah, PhD

Ed Scheuerman, DMin

Ryan Shenk, MA
Timothy Sidebothom, PhD
John Soden, PhD

Rebekah Strangarity, MA

Marc Talbert, PhD
Currie Tilley, Jr., EdD

Alex Tufano, MA

John Wilkinson, PhD

Nathaniel Yates, PhD
Esther Zimmerman, PhD

Divinity (MDiv) - Maryland

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 both a strong biblical and theological core with ministry praxis and leadership.

Available concentrations include:

- Bible Exposition
- Christian Apologetics
- Christian Care
- Leadership Studies
- Pastoral Studies

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

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

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

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 8 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 elements of the Master of Arts in Biblical Studies program, providing the biblical and theological core, with elements of 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 MDiv 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 MA program.

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.

Faculty List

James Ayers, PhD
LaSondra Barnes, DMin
Casey Barton, PhD
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Sherry Bell, MA
Ronald Belsterling, PhD
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Currie Tilley, Jr., EdD
Alex Tufano, MA
John Wilkinson, PhD
Nathaniel Yates, PhD
Esther Zimmerman, PhD

Graduate School Programs

Business

Business Administration: Nonprofit Management (MBA)

Degree: Master of Business Administration

Program Overview

The Master of Business Administration is designed to expand and enhance the skills of students of all levels of experience that are managing a department, an entire organization or have a desire to do so in the future. This graduate level program provides a biblical foundation for those that serve in public, private and Christian nonprofit sectors.

The program places an emphasis on the nonprofit sector although the principles taught are applicable to any for-profit organization and the program is designed to add different sector concentrations. This is accomplished by building the course work around 5 core courses, 5 sector courses (nonprofit initially) and then 5 advanced courses.

The program is designed for the adult learner and offers flexibility so students to maintain their current careers while earning an advanced degree. Bringing real life situations to the classroom will greatly enhance the students learning.

- Online delivery of the program provides flexibility while allowing students to work at a pace that fits their life stage.
- As students complete various grouping of courses, certificates of completion will be granted demonstrating the new skills developed.
- Students can progress through the program in an open enrollment model providing a students to flexibility to study the are which ultimately lead up to the master's degree level.
- The program is designed to provide a very practical view to nonprofit Management including strategic leadership, ethics, fundraising, potential legal pitfalls, and practical operations, all presented to the student within a biblical worldview.
- Leadership and management courses are presented to assist the student to learn how to manage upward and downward in an organization.
- A particular emphasis will be placed on the overall purpose of the organization, understanding the importance of a constitution and bylaws along with various board structures that will enable the student to launch their own nonprofit if that is their desire.

Location: Online

Program Mission Statement

The Master of Business Administration is designed to provide a strong biblical context while also providing hands on learning from experienced professionals to allow students to have a competitive edge within their positions. Men and women who have a biblical worldview will be successful in the business world and provide a positive perspective on their boards and within their organization. Graduates of the Master of Business Administration will have marketable skills to accelerate their career path, making them more qualified candidates for executive positions.

Master of Business Administration Outcomes:

1. Biblical Leadership: Integrate a biblical foundation of leadership starting with personal spiritual formation and transitioning to a broader organizational level of leadership principles and practices.

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

Curriculum

Course Code	Course Number	Course Name	Course Credits
BTCBTC	503 or504	Foundations for Integration orPerspectives on Integration	3
BUS	505	Developing Strategy for Organizations	3
BUS	510	Leadership and Management	3
BUS	515	Ethics	3
BUS	520	Strategic Marketing	3
BUS	525	Managerial Accounting	3
BUS	550	Building an Organizational Culture	3
BUS	560	Legal Issues and Risk	3
BUS	570	Social Media	3
BUS	580	Fund Raising and Advancement	3
BUS	590	Advanced Financial Management	3
BUS	605	Decision Making and Analytical Techniques	3
BUS	610	Leadership Coaching Strategies	3
BUS	615	Financial Decision Making	3

BUS	620	Executing the Marketing Plan	3
BUS	625	Advanced Organizational Strategy	3

Program Director: Garret Robinson

Nonprofit Management (MS)

Degree: Master of Science

Program Overview

The Nonprofit Management MS is designed to expand and enhance the skills of students of all levels of experience that are managing a department, an entire organization or have a desire to do so in the future. This graduate level program provides a biblical foundation for those that serve in public, private and Christian non-profit sectors.

The program places an emphasis on the nonprofit sector although the principles taught are applicable to any for-profit organization and the program is designed to add different sector concentrations. This is accomplished by building the course work around 5 core courses and 5 nonprofit courses.

The program is designed for and the adult learner and offers flexibility so students to maintain their current careers while earning an advanced degree. Bringing real life situations to the classroom will greatly enhance the students learning.

Online delivery of the program provides flexibility while allowing students to work at a pace that fits their life stage.

As students complete various grouping of courses, certificates will be offered demonstrating the new skills developed. These will be developed after the program is developed.

Students can progress through the program in a cohort-based model providing a collegial community with other Christians serving in the similar positions.

The program is designed to provide a very practical view to Nonprofit Management including strategic leadership, ethics, fundraising, potential legal pitfalls, and practical operations, all presented to the student within a Biblical world view.

Leadership and management courses are presented to assist the student to learn how to manage upward and downward in an organization.

A particular emphasis will be placed on the overall purpose of the organization, understanding the importance of a constitution and bylaws along with various board structures that will enable the student to launch their own nonprofit if that is their desire.

Location: Online

Program Mission Statement

The Nonprofit Management MS is designed to provide a strong biblical context while also providing hands on learning from experienced professionals to allow students to have a competitive edge within their positions. Men and women who have a biblical world view will be successful in the business world and provide a positive perspective on their boards and within their organization. Graduates of the Nonprofit Management MS will have marketable skills to accelerate their career path, making them more qualified candidates for executive positions.

Nonprofit Management MS Outcomes:

1. **Biblical Leadership:** Integrate a biblical foundation of leadership starting with personal spiritual formation and transitioning to a broader organizational level of leadership principles and practices.

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

Curriculum

Course Code	Course Number	Course Name	Course Credits
Biblical & Theological Course			
BTCBTC	503 or 504	Foundations for Integration or Perspectives on Integration	3
Core Courses			
BUS	505	Developing Strategy for Organizations	3
BUS	510	Leadership and Management	3
BUS	515	Ethics	3
BUS	520	Strategic Marketing	3
BUS	525	Managerial Accounting	3
Nonprofit Sector Courses			
BUS	550	Building an Organizational Culture	3
BUS	560	Legal Issues and Risk	3
BUS	570	Social Media	3
BUS	580	Fund Raising and Advancement	3
BUS	590	Advanced Financial Management	3

Program Director: Garret Robinson

Communication

Strategic Communication Leadership (MA)

Credential

Master of Arts

Program Overview

In an environment that is becoming both increasingly complex as well as increasingly secular, for-profit and non-profit organizations seek communication leaders who can help them navigate today's polarized, digital landscape.

LBC Capital's Master of Arts in Strategic Communication Leadership equips candidates with advanced skills to help organizations to become pre-eminent in their categories. Serving in strategic, leadership positions provides opportunity for students to proclaim Christ in both ministry and marketplace.

EXPAND AUDIENCE REACH

Learn to effectively communicate across wide demographic and psychographic spectrums using a broad array of digital and analog modalities.

INCREASE INFLUENCE

Develop biblically-based leadership skills to gain greater influence for the gospel across all organizational tiers.

STRENGTHEN EXPERTISE

Be equipped to serve in vital and prominent media and management positions.

ELEVATE EARNING POWER

Grow into leadership roles that provide higher compensation and greater career potential.

A Communication & Media Arts education provides a plethora of career and job possibilities. By earning a Master of Arts in Strategic Communication Leadership, you are positioning yourself to become an influential and impactful member of any for-profit or non-profit organization.

Location: Online

Program Mission Statement

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

Strategic Communication Leadership Outcomes:

Students will:

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

Program Philosophy

Ministry Leadership Formation is the cornerstone of this program as we equip biblically grounded students to serve in leadership positions in for-profit and non-profit sectors. The lens of a biblical worldview in which our graduates operate, coupled with practical, professional, strategic communication training and experience will serve to proclaim Christ in word and action.

Educational Philosophy

The educational philosophy of the program uses Biblical Integration to provide Practical Skills to Self-Directed learners.

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

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

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

Curricular Structure/Degree Requirements

Become a leader and valued advisor with timeless and in-demand skills in communication.

Skilled communicators continue to be sought-after by non-profits and businesses in all industries to target and cultivate key audiences, build community support, align internal stakeholders and help create an organizational brand that leads the marketplace.

Whether you want to advance in your current organization or change careers, Lancaster Bible College | Capital Seminary & Graduate School's Master of Arts in Strategic Communication Leadership will prepare you for a wide range of fields including organizational communication, ministry development, public relations, marketing, social media management, and media direction.

You will receive instruction from a carefully blended mix of seasoned academic scholars and marketplace professionals who will provide you with a foundation of theory and principles, as well as the best practices for applying them through the lens of a biblical worldview.

Bible and Theology Core	3 credits
Professional Core	31 credits
Program Total	34 credits

Advanced Standing

Applicants pursuing a master's degree may request to transfer a maximum of 6 graduate credits (2 courses) into the master's degree program for which they are applying. Credits transferred must be from coursework completed within the past 10 years with a final course letter grade of B or higher.

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.

Bible & Theology Core

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

BTC 503 Foundations for Integration (3 credits) or BTC 504 Perspectives on Integration (3 credits)

Professional Core

This program combines instruction in biblically-based, bedrock principles and philosophies of strategic communication leadership with practical application in ministry or marketplace environments. All courses are 3 credits, except COM 690 which is 4 credits.

COM 505	Seminar in Strategic Communication	3
COM 506	The Communication Vocation	3
COM 507	Digital Media Metrics and Analytics	3
COM 508	Strategic Communication and Organizational Ethics	3
COM 509	Leadership in Organizational Communication	3
COM 602	Strategic Communication for Non-Profit Organizations and Ministries	3
COM 603	Crisis Communication in Organizations	3
COM 604	Communication Consulting and Assessment	3
COM 690	Strategic Communication Internship	4
COM 691	Strategic Communication Capstone Project	3
Subtotal:		31

Admission, Retention, & Graduation Requirements

Admission Requirements

Acceptance into the Master's degree program at Lancaster Bible College is consistent with the general admissions policy at the College and is open to students with a bachelor's degree in communication or a related discipline. For those without an undergraduate background in communication, leveling courses may be required to prepare a student for studies in this master's degree.

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

Leveling Courses

This degree is open to students with a bachelor's degree in communication or a related discipline. For those without an undergraduate background in communication, leveling courses may be available to prepare a student for studies in this master's degree.

COM 102 Intro to Communication

COM 110 Principles & Practices

COM 320 Survey of Marketing

Courses must be completed with a 3.0 or better.

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.

Academic Advising

Students are supported by the 1) Student Success Coaches and by the 2) Global Program Coordinator.

1) Students will be assigned a Student Success Coach to monitor student progress and to provide encouragement throughout their studies. Coaches are available for in-person, Zoom (or other video streaming options), phone and email meetings. Students will receive and have access to the Handbook for policies and procedures. Additionally, the handbook contains advisement sheets.

2) The Communication & Media Arts Global Program Coordinator 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 COM 690, the Program Coordinator will audit the student's file to ensure completion of necessary requirements for graduation.

The Program Coordinator is available to meet with students to discuss academic questions, to explore questions regarding course content, to provide career advice (based on a student's career goals), and to help prepare students for their capstone experiences in the program (including but not limited to COM 690 and COM 691).

Continuous Enrollment

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, unless an official "Leave of Absence" has been granted. Please contact your Student Success Coach to learn more about the "Leave of Absence" process/policy.

Retention and Program Completion

Minimum Cumulative GPA: 2.75

The criteria for retention are reviewed at the conclusion of each semester. Should the GPA fall below a 2.75 during the first three courses, the student is considered on probation. The student must meet with the Student Success Coach to determine a plan to raise the GPA to the minimum level. The coach and/or students will also work with the Global Program Coordinator to help determine the best course of action. Student study groups and adjustment to schedules may help to restore the required grade levels. Further matriculation for the degree may be in jeopardy.

If at the completion of the 6th 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.

Students will also be retained in the program as long as there is continued mission/program fit and adherence to biblical standards and an ethical lifestyle.

Graduation Requirements

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

- Satisfactory completion of all required course work
- A minimum cumulative GPA of 2.75
- Fulfillment of all financial obligations
- Adherence to biblical standards and an ethical lifestyle

Program Director

Mark Menga, Ph.D.

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

Faculty

Ryan Geesaman, M.S.

Mark Menga, Ph.D.

Michael Freeman, D.Ed.

Thom Scott

Counseling & Social Work

Addiction Counseling (MA) - Pennsylvania

Degree

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 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.

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:

Resident Faculty:

Ryan M. Kuehner, PhD, LPC

Jon Shacklett, MA, LPC, CAADC, ACS

Melissa Boas, MEd

Praveen Rudra, MA, LPC

Day Butcher, EdD, LPC, LCAT, ATR-BC

Adjunct and Visiting Faculty:

Abby Keiser, MS

Brittany Ober, MA

Carol Geiger, MA, Med, LPC

Faith Ann Day, MA, LPC

Grace Martin, MA, LPC

Jenee Bare, MA

Jessica Todorov, MA

Jonathan Reese, MA, LPC

Joshua Irvine, MA, LPC

Karen Mummau, MSW, LCSW

Lori DeWald, MA, NCC, LBS

Olivia Murrin, MA, LPC

Sean Dougherty, MS, Med

Tony Byler, MD

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 (MA) - Pennsylvania

Degree: 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:

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

To provide ample clinical experiences (in vivo and case study) such that students are able to grasp and deliver individual psychotherapy.

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.

To provide robust clinical supervision for students as they practice/apply clinical skills taught in the classroom.

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 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.

Program Director:

Ryan M. Kuehner PhD (Associate Professor, Chair, Counseling & Social Work Dept. and MA 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 18 years; he and his wife have three children.

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Jenee Bare, MA
Jessica Todorov, MA
Jonathan Reese, MA, LPC
Joshua Irvine, MA, LPC
Karen Mummau, MSW, LCSW
Lori DeWald, MA, NCC, LBS
Olivia Murrin, MA, LPC
Sean Dougherty, MS, Med
Tony Byler, MD

Clinical Mental Health Counseling (MA) - 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 Core Competencies

The CMHC-MD program has established 10 CACREP (2016) competency areas with four 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

Biblical Foundation

BTC 503	Foundations for Integration	3
BTC 504	Perspectives on Integration	3

Tier 1 Courses

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

Tier 2 Courses

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

Tier 3 Courses

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

Practicum/Internship

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.

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

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

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

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

Matthew Bonner, Ph.D., LCPC-S

Linda Mouzon, Ph.D., LCPC

Marriage, Couple & Family Counseling (MA)

Credential

Master of Arts: Marriage, Couple, & Family Counseling

Introduction

The Master of Arts: 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 the 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 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.

Faculty

Resident Faculty:

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

Adjunct and Visiting Faculty:

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

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 cswdepartment@lbc.edu or call 717.560.8227.

Professional Counseling - PA Licensure

Required Courses

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

Professional School Counseling (MEd)

Credential

Master of Education in Professional School Counseling

Introduction

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

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

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

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.

Location: Lancaster

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.

Program Director

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

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

Faculty

Resident Faculty

Ryan M. Kuehner, PhD, LPC

Jon Shacklett, MA, LPC, CAADC, ACS

Melissa Boas, MEd

Praveen Rudra, MA, LPC

Day Butcher, EdD, LPC, LCAT, ATR-BC

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Jessica Todorov, MA

Jonathan Reese, MA, LPC

Joshua Irvine, MA, LPC

Karen Mummau, MSW, LCSW

Lori DeWald, MA, NCC, LBS

Olivia Murrin, MA, LPC

Sean Dougherty, MS, Med

Tony Byler, MD

Social Work (MSW)

Credential

Master of Social Work

Mission Statement

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

Program Purpose

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

Location offered

Online

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.

SWK 500	Foundations of Social Work	3
SWK 510	Human Diversity and Social Justice	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 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
SWK 510	Human Diversity and Social Justice	3
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
SWK 510	Human Diversity and Social Justice	3
SWK 520	Social Welfare Policy: Foundations	
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
SWK 510	Human Diversity and Social Justice	3
SWK 515	Theories and Life Stage Development	3
SWK 520	Social Welfare Policy: Foundations	
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
SWK 520	Social Welfare Policy: Foundations	
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
SWK 510	Human Diversity and Social Justice	3
SWK 515	Theories and Life Stage Development	3
SWK 520	Social Welfare Policy: Foundations	
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

Bible & Theology Foundation

BTC 503	Foundations for Integration	3
BTC 504	Perspectives on Integration	3

Specialization 1- Clinical Social Work

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 and Family Practice

Advanced Child and Family 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 Settings	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 Settings	3
SWK 613	Advanced Child Welfare Policy	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 Policy	3
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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 Policy	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

Advanced 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 Settings	3
SWK 613	Advanced Child Welfare Policy	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.

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

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.

Dr. Christina Helfrick, LSW

Dr. Helfrick received her Master's in Social Work from Shippensburg University in 2012, and her Bachelor's in Psychology from Penn State University in 2010. In 2022, she completed her doctoral journey at Millersville University, studying intervention research with the goal of building the social capital of homeless youth in school systems. She is a licensed social worker, spending nearly a decade in practice as a school social worker. Christina has been working with at-risk children and youth for more than 20 years, with experience that spans the mental health, foster care, homeless, and immigrant serving systems. She is currently the board president for the Pennsylvania Association of School Social Work Personnel, and vice president of Friends of Donegal, a grassroots community collaborative that is addressing poverty and homelessness in the Donegal community. Christina continues to develop Champions for Teens, a homeless advocate program she created through her doctoral research and collaborates with researchers and community members to innovate programs locally and nationally.

Dr. Amy C. Sagen, LSW, MSG

Dr. Amy Sagen earned her bachelor's degree at Penn State University in Rehabilitation therapy with a minor in gerontology and went on to earned master's degrees in both social work and gerontology from the University of Southern California. Dr Sagen earned a Doctorate in Social Work from the combined program of Kutztown & Millersville Universities of Pennsylvania in 2018 and holds a certificate in Nonprofit Executive Leadership issued by Bryn Mawr College. Dr. Sagen began her career at the Alzheimer's Association of Los Angeles. She then transitioned to a hospice position outside of Philadelphia, and upon moving to central Pennsylvania began directing two Alzheimer's Units at a skilled nursing facility. Dr. Sagen transitioned into a training, conference planning, and non-profit administrative role after deciding to join NASW-PA in 2007. Over the past 15 years, Dr. Sagen has been an integral employee, as the Chief Operating Officer, of the National Association of Social Workers – Pennsylvania Chapter. During her time at NASW-PA, she supported the passage of title protection and bachelor level licensing, as well as mentored over 55 interns, coordinated over 15 profitable multi-day conferences, and educated thousands of students on licensure issues. Amy earned her LSW to support the value of licensure for social worker in 2008. As a dedicated social worker, Dr. Sagen has worked on the micro, mezzo, and macros levels.

Education

Curriculum & Instruction (MEd)

Credential: Master of Education

Program Overview

The Curriculum and Instruction MEd program equips Christian students with specialized expertise and skills to lead in the areas of curriculum and instruction. The program is designed for Christian educators who wish to enhance their professional knowledge and competence; grow in their ability to analyze, interpret, and use data to improve student achievement; and develop their skills to influence student learning at both the classroom level and the school level.

With an emphasis on developing teacher-leaders, the MEd prepares students to:

- Lead curriculum teams
- Develop curriculum
- Provide instructional coaching
- Design professional development related to curriculum, instruction, and assessment
- Use data to inform instruction
- Apply research findings to issues in curriculum and instruction
- Address the practical problems of education intentionally and systematically through action research
- Meet the needs of diverse learners
- Identify, analyze, and apply successful curricular models, instructional approaches, and assessment strategies
- Collaborate with colleagues and school families
- Demonstrate effective student advocacy skills

Students will be prepared to employ these skills and practices in roles such as: curriculum committee leader, instructional coach, curriculum designer, professional development facilitator, data team member, department chair or grade level team leader, and other roles requiring proficiency in curriculum and instruction. This program will also prepare students to conduct action research and inquiry as master classroom teachers, bring educational expertise to a wide range of learning organizations, and pursue doctoral studies.

In addition to developing a professional portfolio, students will complete a master's action research project in which a practical education problem or issue is carefully addressed. The goal of the project is to integrate the student's learning experiences and apply them to a problem of practice related to curriculum and instruction. As such, the project, proposed by the student, draws from the breadth and depth of the MED courses.

Significant Features:

- 24-month, 37-credit program delivered fully online with one 30- to 60-minute weekly synchronous session for each course
 - Scholar-practitioner model enables students to continue serving in their current setting while engaging in studies
 - Integrates theory and practice
 - Teaching and learning take place through the lens of a biblical worldview
- 25-credit core (including 4-credit Bible foundation) and a 12-credit elective cluster (areas of focused inquiry that support a student's unique professional goals)

This program is not intended to lead to certification.

Program Mission Statement

The Master of Education in Curriculum & Instruction prepares Christian teachers to be reflective, relational, and relevant practitioners who utilize their expertise in the areas of curriculum, instruction, and assessment to influence student learning at both the classroom level and the school level.

Program Outcomes

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

1. Articulate deep and broad knowledge of the curriculum design process, effective instructional techniques, and research-based assessments.
2. Analyze curricular and instructional foundations, and other issues, impacting teaching and learning from a biblical worldview.
3. Evaluate curricula for their ability to support learning for all students, effective and equitable instructional practices, and assessments to guide instruction and improve student learning.
4. Develop the ability to provide learning opportunities that address different approaches to learning and create instructional opportunities that are equitable and adapted to diverse learners, including those with exceptionalities.
5. Collaborate with colleagues to promote the use of highly effective practices to improve learning for all students.
6. Engage in systematic inquiry to solve problems of practice.

Program Director

Dr. Robin Bronkema, PhD

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

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

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

Faculty

Dr. Robin Bronkema, PhD
Dr. Bob Dodson, EdD
Dr. Stacey Martin, EdD

Early Childhood Education (MEd)

Credential

Master of Education

Program Overview

The Master of Education in Early Childhood Education program seeks to train students from a philosophical basis which reflects a biblical worldview to serve the community in various early childhood settings.

In order to earn the MEd, students must complete the professional courses for a total of 36 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. All coursework is offered in an online format.

Highlights of the program include the following:

- Concise presentation of all skills and knowledge necessary to become an effective PreK-4 teacher
- Online format offers convenience and flexibility
- Blending of theory and practice
- Examination of teaching practices through the lens of a biblical worldview

This program does NOT lead to state certification. Students wishing to earn a PA Instructional I certification along with the MEd in Early Childhood must enroll in the MEd in Early Childhood Education (Certification Track).

Program Mission Statement

The MEd in Early Childhood Education program trains students from a philosophical base which reflects a biblical worldview to serve the community in various early childhood settings.

Program Outcomes

As a result of this program, the student will:

1. Integrate knowledge of content, pedagogy, resources and learners to design coherent learning experiences that are aligned with outcomes and that reach all learners
2. Design safe, equitable, learning-focused environments developed through appropriate rapport between student and teacher, responsiveness to the needs and cultures of all learners, and effective classroom management techniques in an organized physical environment
3. Demonstrate effective instructional practices as characterized by a) clear verbal, nonverbal, and media communication b) reflective and responsive teaching using multiple instructional strategies, c) implementation of a variety of assessment measures, and d) engagement of students in higher level thinking and learning
4. Demonstrate professionalism by a) adhering to ethical, institutional and legal guidelines, b) maintaining accurate records, c) seeking opportunities to grow professionally, d) reflecting on his/her own practice, and e) collaborating with colleagues, parents, and the community to ensure learner growth and advance the profession
5. Demonstrate a biblical worldview in his/her personal and professional life

Location: Online

Degree Requirements

The MEd in Early Childhood Education program is composed of three areas: Biblical and Theological Studies Courses, Professional Core, and Program Courses, for a total of 40 credits (no certification) or 55 credits (certification track).

The four 1-credit Biblical and Theological Studies courses can be waived by demonstrating competency through a transcript evaluation.

No Certification Track

Bible & Theology Foundation	3 credits
Professional Core	15 credits
Program Courses	21 credits
Program Total	39 credits

Certification Track

Bible & Theology Foundation	3 credits
Professional Core	15 credits
Program Courses	36 credits
Program Total	54 credits

Bible & Theology Foundation

Four Biblical Foundation 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 fewer than 30 hours may receive partial Advanced Standing credit proportionate to undergraduate or graduate Bible and theology studies completed. Students' official transcripts will be evaluated during the admissions process.

Program Courses

EDU 520 Foundations of Early Childhood Education

3

EDU 523	Theoretical Foundations of Development and Learning	3
EDU 524	Literacy Instruction in the PreK-4 Classroom	3
EDU 526	Diagnostic Reading Assessment	3
EDU 530	Mathematics Instruction in the PreK-4 Classroom	3
EDU 533	Pedagogy for the Content Areas	3
EDU 590	Pre-Student Teaching Field Experience	3
EDU 591	Student Teaching	6
SEC 537	Technology for Teachers	3
ESL 520	Instruction and Assessment for the English Learner	3
SPE 510	Practices for the Inclusionary Classroom	3

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 598	Seminar in Action Research	3

Program Director

Dr. Stacey Martin, EdD

Dr. Martin has 17 years of experience as a teacher and administrator in various early childhood settings. She has been a professor at LBC for the past 10 years and currently serves as Chair of the Education Department. She is passionate about early childhood, under-resourced populations, and teaching in general.

Faculty

Dr. Bob Dodson, EdD
 Dr. Stacey Martin, EdD

Adjunct Faculty

Mrs. Tina Barnhart, MEd
 Dr. Angela Becker, EdD
 Mrs. Christine Kirkpatrick, EdS
 Dr. Lyntel Murphy, EdD
 Mr. Jason Zimmerman, MEd

English as Second Language PreK-12 (MEd)

Credential: Master of Education

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

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

** Graduate students not holding a PA certification will not be eligible for PA ESL Program Specialist certification. If they desire to enter the program to earn the degree only without certification, they will need to 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 an online program with a weekly synchronous session on zoom. 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.

Location: Global Online

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.

Program Director

Dr. Robin Bronkema, PhD

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

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

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BA in Psychology and Linguistics, Swarthmore College

Faculty

Certification Officer, Field Placement Coordinator
Robert Dodson, EdD

Resident Faculty
Robin Bronkema, PhD
Robert Dodson, EdD

Julia Hershey, EdD
Stacey Martin, EdD

Adjunct Faculty

Angela Becker, EdD
M. Raluca Snyder, EdD

Special Education PreK-12 (MEd)

Credential

Master of Education

Certification: PA Instructional I – Special Education (PreK-12)

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.

The MEd: Special Education (PreK-12) is an online program with a weekly synchronous zoom session. 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: Online

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.

Program Director:

Dr. Robin Bronkema, PhD

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

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

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Robin Bronkema, PhD

Robert Dodson, EdD

Julia Hershey, DEd

Stacey Martin, EdD

Adjunct Faculty

Angela Becker, EdD

Abigail Fried, MEd

M. Raluca Snyder, EdD

Rachel Welsh, MEd

Pennsylvania Department of Education Certifications

Post Baccalaureate PDE Certification in Early Childhood Education

Credential: Instructional I Certification PreK-4 (Pennsylvania Department of Education)

Program Overview

This program offers a pathway to Pennsylvania teacher certification for individuals who have already earned a Bachelor's degree in any field. All coursework is offered in an online format which incorporates field placement opportunities within the student's community. One semester (Student Teaching, 16 weeks) must be completed in person within the state of Pennsylvania, in accordance with Pennsylvania Department of Education requirements.

Highlights of the program include the following:

- Concise presentation of all skills and knowledge necessary to become an effective PreK-4 teacher
- Online format offers convenience and flexibility
- Blending of theory and practice
- Examination of teaching practices through the lens of a biblical worldview

Program Mission Statement

The Post-Baccalaureate Certification in Early Childhood Education program trains students from a philosophical base which reflects a biblical worldview, to serve the community as teachers in public and private schools.

Program Outcomes

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

1. Integrate knowledge of content, pedagogy, resources and learners to design coherent learning experiences that are aligned with outcomes and that reach all learners
2. Implement safe, equitable, learning-focused environments developed through appropriate rapport between student and teacher, responsiveness to the needs and cultures of all learners, and effective classroom management techniques in an organized physical environment
3. Demonstrate effective instructional practices as characterized by a) clear verbal, nonverbal, and media communication b) reflective and responsive teaching using multiple instructional strategies, c) implementation of a variety of assessment measures, and d) engagement of students in higher level thinking and learning
4. Demonstrate professionalism by a) adhering to ethical, institutional and legal guidelines, b) maintaining accurate records, c) seeking opportunities to grow professionally, d) reflecting on his/her own practice, and e) collaborating with colleagues, parents, and the community to ensure learner growth and advance the profession
5. Demonstrate a biblical worldview in his/her personal and professional life

Location: Online

Program Director

Dr. Stacey Martin, EdD

Dr. Martin has 17 years of experience as a teacher and administrator in various early childhood settings. She has been a professor at LBC for the past 10 years and currently serves as Chair of the Education Department. She is passionate about early childhood, under-resourced populations, and teaching in general.

Faculty

Dr. Bob Dodson, EdD

Dr. Stacey Martin, EdD

Adjunct Faculty

Mrs. Tina Barnhart, MEd

Dr. Angela Becker, EdD

Mrs. Christine Kirkpatrick, EdS

Dr. Lyntel Murphy, EdD

Mr. Jason Zimmerman, MEd

Post Baccalaureate PDE Certification in English as a Second Language PreK 12

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: Online

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)

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 529	Collaborative Team Approach	3

Program Director

Dr. Robin Bronkema, PhD

Faculty

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

Health & Physical Education

Health and Physical Education (MEd)

Credential: Master of Education (MEd)

Program Overview

The Master of Education in Health and Physical Education program offers students with an earned bachelor's degree the opportunity to further develop their knowledge and skills as a professional in their field. The program has been designed to fulfill the professional competencies of The Pennsylvania Department of Education regarding Health and Physical Education programs that meet PA state requirements, the National Society of Health and Physical Education (SHAPE), as well as the Adapted Physical Education standards (APENS). All coursework is offered in an online format which incorporates research in the field of health, physical education, and sport, as well as field placement opportunities within the student's community.

The MEd program presents the student with three options based upon their career goals.

1. The HPE track is designed for candidates holding a current Instructional Level I certification who want to obtain an MEd in Health and Physical Education or the candidate who works in the field of recreation and sport desiring a master's degree in Health and Physical Education.
2. The Adapted Physical Education track is designed for the candidate who wants to work in a public or private school or community organization in the field of Adapted Physical Education. This program is designed around the Adapted Physical Education National Standards. This track has the potential for National Certification in Adapted Physical Education upon completion of the Adapted Physical Education National Standards (APENS) exam.
3. The initial PA Level I certification track follows the HPE track with additional coursework required for certification.

Highlights of the program include the following:

- Online delivery of the program provides flexibility while allowing students to work at a pace that fits their life stage
- Full time and part time student options are available
- Students travel through the curriculum as part of a cohort, which provides a collegial community with other Christians in their field
- Three program options allow students to choose a course of study that meets their career goals
- Biblical principles are integrated as students address current trends in society from a biblical world view
- Flexibility allows observation hours and field experience to be completed in the student's local community
- Career opportunities in health, physical education, and sport

Program Mission Statement

The MEd in Health and Physical Education is designed to equip graduate candidates with sound pedagogy that reflects a biblical world view to work in both public and private educational settings in the content areas of Health, Physical Education and Adapted Physical Education as well as community and ministry sport organizations.

Program Outcomes

As a result of this program, the student will:

1. Demonstrate knowledge of current trends and technology in health, physical education, and sport
2. Design appropriate health, physical education and sport teaching and assessment materials for all ages and abilities
3. Integrate a biblical worldview in designing and teaching content in health, physical education, and sport
4. Apply knowledge and competence in the delivery of content in health, physical education, and sport
5. Incorporate practices of safety and equity in meeting the diverse needs of participants in the health, physical education, and sport setting
6. Analyze the needs of participants and adapt instruction to meet specific needs
7. Demonstrate professionalism in school and community settings
8. Develop collaborative relationships with professionals in the field of health, physical education, and sport

Location: Online

This program meets the requirements for a Master of Education degree in Health and Physical Education with the option to receive National Certification in Adapted Physical Education with the addition of the Adapted Physical Education National Standards (ASPENS) exam upon completion of the program.

Degree Requirements

Advanced Standing

Applicants pursuing a Master of Education degree in Health and Physical Education at LBC|Capital may transfer previous course credits up to a maximum of 15 graduate credits (5 courses) into the program for which they are applying. These courses must have been completed within the last 10 years, have an earned grade of a "B" or higher and directly correlate with a required course in the degree program. The program director will approve any course transfer requests during the admissions process and reserves the right to approve or decline transfer credits.

Four Bible & Theology Foundation 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.

Track 1 Health and Physical Education with no PA Certification

The HPE track is designed for candidates holding a current Instructional Level I certification who want to obtain an MEd in Health and Physical Education or the candidate who works in the field of recreation and sport desiring a Master's Degree in Health and Physical Education.

The program is divided into four course categories: Bible/Theology Courses, Education Core Courses, HPE Core Courses, and HPE Track 1 courses.

Bible and Theology course requirements will be determined upon acceptance into the program.

Bible Theology Foundation**Education Core**

EDU 519	Foundations & Framework for Learning	3
EDU 523	Theoretical Foundations of Development and Learning	3
EDU 550	Socio-Cultural Perspectives on Education	3

Health Physical Education Core

HPE 500	Administration, Ethics, and the Law in Health, Physical Education and Sport	3
HPE 510	Technology in Health, Physical Education, and Sport	3
HPE 520	Adapting and Assessing Student Learning for Diverse Populations in HPE	3
HPE 540	Advanced Methods and Motor Learning in Elementary Physical Education	3
HPE 550	Advanced Methods in Secondary Physical Education	3
HPE 565	Supervision, Evaluation and Development of Students and Teachers	3
HPE 580	Collaborative Partnerships	3

HPE Track Courses

HPE 530	Current Topics in Health Education, Physical Education, and Sport	3
HPE 560	Advanced Methods in Health	3
HPE 680	Research Design	3
HPE 690	Research Thesis or Project	3

Track 2 Adapted Physical Education

The Adapted Physical Education track is designed for the candidate who wants to work in a public or private school or community organization in the field of Adapted Physical Education. This track has the potential for National Certification in Adapted Physical Education upon completion of the Adapted Physical Education National Standards (APENS) exam.

The program is divided into four course categories: Bible/Theology Courses, Education Core Courses, HPE Core Courses, and Adapted Physical Education Track 2 courses.

Bible and Theology course requirements will be determined upon acceptance into the program.

Bible Theology Foundation**Education Core**

EDU 519	Foundations & Framework for Learning	3
EDU 523	Theoretical Foundations of Development and Learning	3
EDU 550	Socio-Cultural Perspectives on Education	3

Health Physical Education Core

HPE 500	Administration, Ethics, and the Law in Health, Physical Education and Sport	3
HPE 510	Technology in Health, Physical Education, and Sport	3
HPE 520	Adapting and Assessing Student Learning for Diverse Populations in HPE	3
HPE 540	Advanced Methods and Motor Learning in Elementary Physical Education	3
HPE 550	Advanced Methods in Secondary Physical Education	3
HPE 565	Supervision, Evaluation and Development of Students and Teachers	3
HPE 580	Collaborative Partnerships	3

Adapted Concentration Track

HPE 525	Diverse Attributes of Learners in Physical Education and Sport I	3
HPE 555	Diverse Attributes of Learners in Physical Education and	3

	Sport II	
HPE 660	Apprenticeship I	3
HPE 670	Apprenticeship II	3

Track 3 Health and Physical Education with PA Certification

The initial PA Level I certification track follows the HPE track with additional coursework required for certification.

The program is divided into these categories: Bible/Theology Courses, Education Core Courses, HPE Core Courses, HPE Track 1 courses, and additional courses required for initial certification.

Bible and Theology course requirements will be determined upon acceptance into the program

Bible Theology Foundation

Education Core

EDU 519	Foundations & Framework for Learning	3
EDU 523	Theoretical Foundations of Development and Learning	3
EDU 550	Socio-Cultural Perspectives on Education	3

Health Physical Education Core

HPE 500	Administration, Ethics, and the Law in Health, Physical Education and Sport	3
HPE 510	Technology in Health, Physical Education, and Sport	3
HPE 520	Adapting and Assessing Student Learning for Diverse Populations in HPE	3
HPE 540	Advanced Methods and Motor Learning in Elementary Physical Education	3
HPE 550	Advanced Methods in Secondary Physical Education	3
HPE 565	Supervision, Evaluation and Development of Students and Teachers	3
HPE 580	Collaborative Partnerships	3

HPE Track Courses

HPE 530	Current Topics in Health Education, Physical Education, and Sport	3
HPE 560	Advanced Methods in Health	3
HPE 680	Research Design	3
HPE 690	Research Thesis or Project	3

Remaining HPE Certification Courses

HPE 570	Instruction and Assessment for the English Learner	3
HPE 598	Pre-Student Teaching Field Experience	3
HPE 599	Student Teaching	6

Application, Admission, Retention, and Graduation

Admission Requirements

1. Official transcript of a completed bachelor's degree
2. Competencies in Bible and Theology by completing four credits of Biblical and Theological Foundation courses during the graduate program or through transcript evaluation upon entrance into the program
3. For the Post Bacc program and certification, previous undergraduate or graduate course work in Anatomy and Physiology as well as aquatics as demonstrated on a transcript is required.
4. A Pennsylvania Department of Education Instructional Level I teaching certification is recommended unless the candidate is enrolling in the certification Track 3 for initial certification.*
5. A cumulative GPA of 3.0 or better as documented on an official transcript from the undergraduate accredited institution**
6. Recent (within 1 year of admission) Child Abuse, Criminal Record, and Fingerprinting Clearances
7. Completed application form and submission of required application credentials
8. Personal interview with the Program Coordinator

*Teaching certification is required for APENS or PA Department of Education Level II certification.

**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 to be fully admitted into the program.

Students wishing to take courses solely for personal enrichment or Act 48 credits are classified as non- matriculating students. Permission for enrollment in courses is based on completion of the Non- matriculating Application and the adequacy of class space. If later, 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 non-matriculating student is not automatic. The Program Coordinator will evaluate course work and grant or not grant credit on an individual basis.

Application Deadlines:

- August 1 for fall semester start
- December 1 for spring semester start
- April 1 for summer semester start

Requirements for National Certification in Adapted Physical Education

To be eligible to take the Adapted Physical Education National Standards (APENS) examination, candidates must meet the following criteria as outlined.

1. Bachelor's degree with a major in Physical Education or equivalent (e.g., Sport Science, Kinesiology, etc.)
2. A minimum of one 12-credit hour survey course in Adapted Physical Education (9 hours in APE and 3 hours in related area)
3. A minimum of 200 hours of documented experience providing physical education instruction to individuals with disabilities
4. A current valid teaching certificate

Retention and Program Completion

Retention in the Health and Physical Education Program:

1. Minimum Cumulative GPA=3.0

- a. The criteria for retention are reviewed at the conclusion of each enrollment period. Should the GPA fall below 3.0 during the first three courses, the student is considered on probation for certification. The student must meet with the advisor to determine a plan to raise the GPA to the minimum level.
 - b. 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 in 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.
 - c. The minimum cumulative GPA of 3.0 level is required prior to registration for HPE 598 Pre-Student Teaching Field Experience, HPE 599 Student Teaching, HPE 585 Apprenticeship I and HPE 586 Apprenticeship II (Adapted Track) or HPE 590 Action Research in Health and Physical Education and Research Thesis (general MEd track)
2. Renewed Child Abuse, Criminal Record, and Fingerprinting Clearances (within 6 months of Pre-student teaching or internship)
 3. Completion of all graduate courses and any identified missing program requirements discovered during the admissions process with official documentation of completion on file
 4. In good standing with Lancaster Bible College

Exit Criteria

1. Completion of all program requirements and field placement requirements
2. Minimum Cumulative GPA = 3.0

Additional Criteria for Eligibility to be Recommended if Seeking Certification

3. Conferral of degree(s)
4. A minimum of a satisfactory rating (1) in each of the 4 categories on the Pennsylvania Statewide Evaluation Form for Student Professional Knowledge and Practice (PDE-430). There must be 2 final forms. A minimum total of at least 4 points must be achieved on the final summative rating to be recommended for certification. The PDE430 is completed by the college supervisor.
5. Successful completion of required certification tests (PECT). See appendix.
6. Submitted application to TIMS for PA teacher certification. See appendix.
7. The recommendation of the LBC Certification Officer

Faculty

Dr. Tom Randolph, EdD, Sport Management
Mrs. Gwen Shenk, MEd, Teaching and Curriculum

Sport Management (MSS)

Credential: Master of Sport Science (MSS)

Program Overview

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

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

Highlights of the program include the following:

- Online delivery of the program provides flexibility while allowing students to work at a pace that fits their life stage
- Full time and part time student options are available
- Students travel through the curriculum as part of a cohort, which provides a collegial community with other Christians in the sport industry
- Support and resources allow students to navigate an industry that challenges biblical values and establish a stronger Christian presence in the field of Sport Management.
- Electives that address current trends and focus on expanding career areas will prepare graduates for career advancement
- The capstone field experience offers the student an opportunity to practice concepts learned in their classes, specialize in a chosen career area and expand their professional network

Program Mission Statement

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

Program Outcomes

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

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

Location: Online

Degree Requirements

Advanced Standing

Four Bible & Theology Foundation 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.

Bible & Theology Foundation

Bible and Theology competencies will be met through four credits of coursework during the graduate program unless Advanced Standing criteria is met.

Sport Management Core

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

SPM 500	Biblical Principles and Practices of Personal Leadership	
SPM 510	Leadership and Administration of Sport	3
SPM 530	Financial Management in Sport	3
SPM 540	Current Legal and Ethical Issues in Sport	3
SPM 550	Sport Marketing and Promotions	3
SPM 560	Sport Communication Technology	3

SPM 590	Internship	6
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Electives

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

SPM 570	Facility and Event Management	3
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Application, Admission, Retention, & Graduation

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. 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.

Admission Requirements

1. Applicants must complete an online application form with the 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.
2. 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.
3. Students must have earned an overall GPA of 3.0 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.
4. Personal interview with the Program Coordinator
5. Transferring students: The MSS Sport Management program will review applications from prospective students who express interest in transferring from other graduate programs. Prospective students expressing interest in transferring from other programs will be reviewed by the MSS program director and admissions committee prior to a formal invitation to interview.

Faculty

Dr. Tom Randolph, EdD, Sport Management

Mrs. Amanda Zuschmidt, MEd, Sport Management

Post Baccalaureate PDE Certification in Health and Physical Education

Credential: Instructional Level I (HPE K-12) Certification (Pennsylvania Department of Education)

Program Overview

The Post-Baccalaureate Certification in Health and Physical Education program offers students with an earned bachelor's degree the opportunity to apply for Pennsylvania Instructional Level I teacher certification in PK-12 Health and Physical Education upon completion. The program is aligned with the professional competencies required to meet certification guidelines by the Pennsylvania Department of Education. All coursework is offered in an online format which incorporates field placement opportunities within the student's community. Sixteen (16) weeks of student teaching must be completed in person within a 40-mile radius of the Lancaster Campus, in accordance with Pennsylvania Department of Education requirements.

Highlights of the program include the following:

- Online delivery of the program provides flexibility while allowing students to work at a pace that fits their life stage
- Full time and part time student options are available
- Students travel through the curriculum as part of a cohort, which provides a collegial community with other Christians in their field
- Program requirements are designed to include all Pennsylvania Department of Education competencies for teaching in the PK-12 health and physical education classroom.
- Biblical principles are integrated as students address current trends in society from a biblical world view
- Flexibility allows observation hours to be completed in the student's local community prior to the student teaching experience
- Completed coursework for the Post-Bacc Certification program can be applied to the MEd HPE program at LBC|Capital

Program Mission Statement

The Post-Baccalaureate Certification in Health and Physical Education program is designed to equip graduate candidates to teach in both public and private educational settings and to meet the present and future needs of students by providing sound pedagogy that reflects a biblical worldview.

Program Outcomes

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

1. Demonstrate knowledge of current trends and technology in health and physical education
2. Design appropriate health and physical education teaching and assessment materials for K-12 learners
3. Integrate a biblical worldview in designing and teaching content in health and physical education
4. Apply knowledge and competence in the delivery of content of health and physical education
5. Incorporate practices of safety and equity in meeting the diverse needs of students in the health and physical education setting
6. Analyze the needs of students and adapt instruction to meet specific needs
7. Demonstrate professionalism in school and community settings
8. Develop collaborative relationships with professionals in the field of health and physical education

This program meets the requirements for the Instructional Level I (HPE K-12) Certification with the Pennsylvania Department of Education. The program itself does not lead to a degree, but courses can be applied to the Master of Education in Health and Physical Education program.

Location: Online

Faculty

Dr. Tom Randolph, EdD, Sport Management
Mrs. Gwen Shenk, MEd, Teaching and Curriculum

Graduate Certificates

Biblical Integration Certificate

The Biblical Integration Certificate is an 18-credit graduate certificate program housed in the Bible & Theology Department. Courses are offered fully online.

Program Mission Statement

The Biblical Integration Certificate program exists to equip educators to teach their discipline from a robust biblical/theological worldview. The six courses which comprise the program present the framework and the necessary building blocks for doing the work of biblical/theological integration across a variety of academic disciplines. The program concludes with a capstone course which provides the educator the opportunity to practice biblical/theological integration in their field and receive expert feedback.

Program Outcomes

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

1. Differentiate between basic underlying assumptions of pagan and Biblical worldviews.
2. Demonstrate competence in biblical interpretation following principles of the historical-grammatical-rhetorical-literary-theological method.
3. Recognize and explain significant OT and NT themes within the overarching biblical narrative.
4. Synthesize the core doctrines of the Christian faith with the overarching biblical narrative.
5. Integrate a biblical/theological worldview within the student's particular field or discipline.

Location: Online

Curriculum

Core Courses

BTC 504 Perspectives on Integration
 BTC 563 Biblical Interpretation
 BTC 523 The Biblical Narrative - Old Testament
 BTC 533 The Biblical Narrative - New Testament
 BTC 573 Introduction to Christian Theology

Capstone Course

THE 516 Biblical Integration for Faithful Christian Teaching

Program Director

Tony Shetter, PhD

Dr. Tony Shetter has been teaching Bible courses at the graduate and undergraduate level for over ten years. He enjoys teaching the Bible, especially the Old Testament, in its literary and historical context, while making it relevant for today. He is an alumnus of Lancaster Bible College and holds two degrees from Dallas Theological Seminary—a ThM in Academic Ministries, and a PhD in Old Testament Studies. Prior to coming to Lancaster Bible College | Capital Seminary & Graduate School, he served as associate pastor at Ethnos Bible Church for ten years. Tony is married to Michelle, also a graduate of DTS. Together, they enjoy doing various kinds of creative ministries.

Faculty

Gordon Gregory, PhD

Justin Harbin, EdD

Joseph Kim, PhD

Carl Sanders, PhD

John Soden, PhD

Daniel Spanjer, PhD

Bible Certificate

ORIENTATION – ORI 500

BIBLICAL AND THEOLOGICAL STUDIES

BTC 563 Biblical Interpretation

BTC 523 Biblical Narrative – Old Testament

BTC 533 Biblical Narrative – New Testament

BTC 573 Introduction to Christian Theology

Bible Exposition Concentration:

BIB 535

Advanced Bible or Theology Elective

Advanced Bible or Theology Elective

Advanced Bible or Theology Elective

Church Planting Certificate

This certificate is no longer accepting new students as of March 1, 2023.

ORIENTATION – ORI 500

BIBLICAL AND THEOLOGICAL STUDIES

BTC 523 Biblical Narrative – Old Testament

BTC 533 Biblical Narrative – New Testament

BTC 563 Biblical Interpretation

BTC 573 Introduction to Christian Theology

CHURCH PLANTING CONCENTRATION

CPL 501 Theology, History & Models of Chur. Plant.
CPL 502 Exegeting Culture for Church Planting
CPL 504 Church Planting I
CPL 505 Church Planting II

Children and Family Ministry Certificate

ORIENTATION – ORI 500

BIBLICAL AND THEOLOGICAL STUDIES

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

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

Leadership Studies Certificate

ORIENTATION – ORI 500

BIBLICAL AND THEOLOGICAL STUDIES

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

LEADERSHIP STUDIES CONCENTRATION

LSP 501 Leadership Theory & Practice
LSP 502 Development of Organizational Leadership
LSP 503 Psychology of Leadership
LSP 509 Leadership Style Analysis

Pastoral Studies Certificate

ORIENTATION – ORI 500

BIBLICAL AND THEOLOGICAL STUDIES

BTC 523 Biblical Narrative – Old Testament

BTC 533 Biblical Narrative – New Testament

BTC 563 Biblical Interpretation

BTC 573 Introduction to Christian Theology

PAS 502 Local Church Revitalization

PAS 503 Theology, History & Practice of Worship

PAS 513 Advanced Homiletics

PAS 520 Designing Strategic Models of Adult Discipleship

Youth & Young Adult Ministries Certificate

This certificate is no longer accepting new students as of March 1, 2023.

ORIENTATION – ORI 500

BIBLICAL AND THEOLOGICAL STUDIES

BTC 523 Biblical Narrative – Old Testament

BTC 533 Biblical Narrative – New Testament

BTC 563 Biblical Interpretation

BTC 573 Introduction to Christian Theology

YOUTH & YOUNG ADULT MINISTRY CONCENTRATION

YMN 501 Student Development, Culture & Contextualization

YMN 502 Student and Family Systems Counseling

YMN 503 Thinking Theologically in Student Ministry

YMN 504 Spiritual Formation of Students

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)

APO 555 - Ethics and Cultural Engagement

This course examines the biblical, theological and philosophical foundations for constructing a coherent Christian ethical theory when examining ethical issues. An emphasis on virtue and wisdom guides students to think and act ethically in all situations. (3 credits)

BIB - Bible

BIB 505 - Introduction to Biblical & Theological Research (3)

This course introduces students to graduate research in biblical and theological studies. Students will learn how to access library resources, navigate Bible software, evaluate sources, construct an argument, and write a graduate research paper.

BIB 510 - Hebrew for Ministry I (3)

The basic elements of the Hebrew language will be introduced with the major emphasis on learning how to perform essential tasks for Scripture study and teaching including, but not limited to: how to translate portions of the Hebrew Bible, perform a word study, and identify the main teaching point of a sentence or paragraph. The participant will learn how to use computer software tools to facilitate and sustain the process for a lifetime of ministry. (3 credits)

BIB 511 - Hebrew for Ministry II (3)

This course will build on the knowledge and skills acquired in BIB 510 to increase the student's ability to incorporate Hebrew into pastoral, teaching, missionary, or parachurch ministries. The participant will gain confidence in taking a portion of God's Word in Hebrew and transforming it into a sermon, devotional, book, or any other teaching tool which will edify the recipients. Emphasis will be given to discovering what is revealed in the Hebrew text that might be lost or conveyed less poignantly in an English translation. The participant will enhance his ability to use computer tools to facilitate and sustain this vital process for a lifetime of ministry, well beyond graduation. (3 credits)

BIB 512 - Greek I (3)

A study of the basic principles of biblical Greek, including basic grammar, vocabulary, and the utilization of significant Greek tools in New Testament exegesis. 3 credits.

BIB 513 - Greek II (3)

A continuation of biblical Greek, building on the introduction with the goal of developing greater proficiency in exegesis using the original languages. 3 credits.

BIB 515 - Greek for Ministry I (3)

This course is a study of the basic principles of biblical Greek, including basic grammar, vocabulary, and the utilization of significant Greek tools in New Testament exegesis. Pastors and other Christian servant-leaders benefit from a working knowledge of New Testament Greek in all areas of ministry. Since this course is geared towards using New Testament Greek in ministry, students will hone and deepen their study of God's Word in this class from the first week to the last. As their knowledge of Greek grows, their incorporation of it in exegesis will increase as well. Through the use of Bible software, a number of helpful tools are introduced, demonstrated, and practiced throughout the course. These tools will greatly aid students of the New Testament as they prepare sermons and Bible studies in their various ministry settings. (3 credits)

BIB 516 - Greek for Ministry II (3)

This course continues to build a foundational, conceptual knowledge of basic Greek grammar with the goal of developing greater proficiency in exegesis using the original languages. Pastors and other Christian servant-leaders benefit from a working knowledge of New Testament Greek in all areas of ministry. Since this course is geared towards using New Testament Greek in ministry, students will hone and deepen their study of God's Word in this class from the first week to the last. As their knowledge of Greek grows, their incorporation of it in exegesis will increase as well. Through the use of Bible software, a number of helpful tools are introduced, demonstrated, and practiced throughout the course. Students move from text to teaching, leveraging technology in their exegesis of biblical passages and transferring their knowledge into meaningful Bible exposition. (3 credits)

BIB 517 - Hebrew I

An introduction to the elements of biblical Hebrew, including elementary Hebrew grammar, vocabulary, and the utilization of significant Hebrew tools in Old Testament exegesis. 3 credits.

BIB 518 - Hebrew II (3)

This course will build on the knowledge and skills acquired in BIB 517 to increase the student's ability to incorporate Hebrew into pastoral, teaching, missionary, or parachurch ministries. The participant will gain confidence in taking a portion of God's...

BIB 520 - Selected Topics in Old Testament Pentateuch (3)

A consideration of selected topics in the Old Testament Pentateuch, including background details, emphasizing how different periods, people, circumstances, events, and issues carried forward the initiation of God's plan for Israel. 3 credits.

BIB 521 - Selected Topics in Old Testament History (3)

A consideration of selected topics in Old Testament history, including background details, emphasizing how different periods, people, circumstances, events, and issues carried forward the outworking of God's plan for Israel and the world. 3 credits.

BIB 523 - Selected Topics in Old Testament Poetic Books (3)

A consideration of selected topics in the Old Testament poetic books, including background details, emphasizing how the content, circumstances, and character of this genre contribute to an understanding of God's plan for Israel and the world as well as man's response in life and worship. 3 credits.

BIB 525 - Selected Topics in Old Testament Prophetic Books (3)

A consideration of selected topics in the Old Testament prophetic books, including background details, emphasizing how the content, circumstances, and character of this genre contribute to an understanding of God's plan for Israel and the world. 3 credits.

BIB 526 - Pastoral Epistles (3)

A study of the background, literary structure, interpretive difficulties, and theology of 1 & 2 Timothy and Titus is pursued in view of the light they shed on the qualifications, responsibilities, and function of church leaders. Practical application for the church, including strategies for communicating the contents of these letters, is addressed in the course.

BIB 529 - Current Issues in Old Testament Studies (3)

A study of various problems and issues in Old Testament studies in theological, hermeneutical, literary, ethical, biographical, and spiritual areas, with emphasis on relevance to current ministry. 3 credits.

BIB 530 - Selected Topics in the Gospels (3)

A consideration of selected topics in the Gospels, including background details, emphasizing how different periods, people, circumstances, events, and issues carried forward the outworking of the earthly life of Jesus Christ. 3 credits.

BIB 531 - Selected Topics in New Testament Epistles (3)

A study of the background, literary structure, interpretive difficulties, and theology of a select corpus from the NT Epistles. Practical application to the contemporary context is included. (3 credits)

BIB 535 - Introduction to Biblical Preaching (3)

An introduction to propositional expository preaching, emphasizing the preacher's responsibility of connecting the world of the Bible to the world of his modern-day audience. A three-step process utilizing exegesis, theology, and homiletical strategy are the primary focus of the course. Special attention is given to the development and delivery of expository sermons.

BIB 536 - Biblical Exegesis and Exposition - Hebrew (3)

Building upon the foundational Hebrew language courses, in this course participants apply methods of exegesis and exposition to a select book or corpus in the Bible. In the exegetical portion of the course, the participant traces the...

BIB 537 - Biblical Exegesis and Exposition: Greek (3)

Building upon the foundational Greek language courses, in this course the participants apply methods of exegesis and exposition to a select book or corpus in the Bible. In the exegetical portion of the course, the participant traces the...

BIB 539 - Current Issues in New Testament Studies (3)

A study of various problems and issues in New Testament studies in theological, hermeneutical, literary, ethical, biographical, and spiritual areas, with emphasis on their relevance to current ministry. 3 credits.

BIB 540 - The Land of Israel (3)

A study of the land and culture of Israel including an approved Israel tour and academic assignments. The professor(s) leading the tour will arrange with the student the work to be done in addition to the tour. A fee will be charged in addition to the cost of the tour. 3 credits.

BIB 541 - Biblical Archaeology (3)

A survey of the general history, principles, and methods of archaeology, and of selected examples of how they contribute to a better understanding of people, places and events of the Bible. 3 credits.

BIB 542 - Cultural Environment of the Bible (3)

A geographically and chronologically comprehensive study of the ancient Near East and Mediterranean region, emphasizing Israel's culture and her interaction with surrounding nations throughout its Biblical history. 3 credits.

BIB 550 - Advanced Hermeneutics (3)

A study in special hermeneutics with emphasis on selected types of literary genre and current issues in hermeneutics. 3 credits. Prerequisite: BTC561/BTC563.

Prerequisite: (BTC513 OR BTC511 OR BS010GN OR BI010GN OR BI501G OR BIB105 OR FS102 OR FS102N OR FS103N OR PS201 OR FS105 OR FS106 OR BTC561 OR BTC563).

BIB 551 - Applied Hermeneutics: Interpretation of Narrative (3)

This course is an in depth study of the method of inductive Bible study applied to narrative texts. Special attention will be given to using the results of such study for teaching and preaching in ministry contexts.

BIB 552 - Applied Hermeneutics: Interpretation of Poetry (3)

This course is an in depth study of the method of inductive Bible study applied to poetic texts. Special attention will be given to using the results of such study for teaching and preaching in ministry contexts.

BIB 553 - Applied Hermeneutics: Prophecy (3)

This course is an in depth study of the method of inductive Bible study applied to prophetic texts. Special attention will be given to using the results of such study as the basis for teaching and preaching in ministry contexts.

BIB 561 - Seminar in Hebrew Exegesis (3)

In this course, students will develop skills in interpreting Hebrew prose and poetry. (3 credits) Prerequisites: BIB 510 & BIB 511

BIB 562 - Seminar in Greek Exegesis (3)

This course is an in depth study of Greek exegesis, focused on developing skills in interpreting New Testament epistles.

Prerequisite: BIB 515 AND BIB 516.

BIB 563 - The Use of the Old Testament in the New Testament (3)

This course is an in depth study of the New Testament's use of the Old Testament. Various approaches to explaining the New Testament's use of the Old Testament will be examined. The course will include detailed interaction with a number of specific New Testament citations of the Old Testament.

BIB 565 - Seminar in Greek Exegesis NT Letters and Narratives (3)

This course is an in-depth study of Greek exegesis, focused on developing skills in the interpretation of New Testament narrative and epistolary material. Students will translate an entire letter, or selected portion(s) of that letter, or a selected narrative section from the NT, and will engage in the interpretive task prior to the critical interaction with commentaries and monographs in order to contribute to the discussion on the chosen epistolary or narrative material. (3 credits)

BIB 570 - Studies in Psalms (3)

This course will focus on the exegesis of Psalms in the Hebrew text with a consideration of the purpose and theology of the Psalms within the framework of the rest of the Hebrew Bible. Students will translate and analyze selected Psalms with a focus on grammatical, syntactical, and lexical studies. The literary characteristics of Hebrew poetry will be examined, along with the historical and cultural milieu of the origin and use of the Psalms. Students will also consider the relevance of Psalms for application to daily life today.

BIB 590 - Independent Study (3)

This independent study course is for those occasions when a student may have an interest in an area of study related to his/her ministry which is not covered by the curriculum. Please contact your advisor for additional information. 3 credits.

BIB 592 - Biblical Research (3)

A preparatory course for graduate level writing, this course will provide direction in developing a thesis for a graduate level research project as well as the mechanics of good research methodology and an overview of unique areas of interest in biblical research. 3 credits. Required in the first 9-12 credits.

BIB 597 -

BIB 901 - Advanced Biblical Research & Writing (4)

This course focuses on original research skills necessary for the development of a Ph.D. dissertation. These skills include collecting empirical data, researching topics in foreign languages, sufficiently detailed documentation, and research methods. Students will complete research assignments in the area of dissertation interest.

BIB 902 - Teaching & Learning: Theory & Practice (4)

This course is an examination of major theories of learning and their application to teaching methodology and curriculum design. The course provides an understanding of the role of teaching and learning for the purpose of educating a diverse group of students in biblical studies. Additionally, this course prepares students for teaching in a Christian higher education context.

BIB 903 - OT Backgrounds (4)

This course will explore languages, literatures, and cultures of the Ancient Near Eastern civilizations related to the Hebrew Bible. Students will be exposed to Aramaic, Akkadian, and Ugaritic. Ancient inscriptions, contracts, and a variety of religious texts will be read to enhance the student's understanding of the OT. The impact of archaeological discoveries on current understanding of the OT will be studied.

BIB 904 - NT Backgrounds (4)

This course will explore languages, literatures, and cultures of the Intertestamental and New Testament periods. Intertestamental literature, including the Septuagint, will be read to enhance a student's understanding of the New Testament. A variety of background areas will be studied including, but not limited to: religion, philosophy, language, economics, and politics. The impact of archaeological discoveries on current understanding of the NT will be studied.

BIB 905 - OT Exegesis (4)

Students in this course will develop advanced skills in exegeting the Hebrew Bible. Various passages of the OT will be translated, analyzed, and outlined, both exegetically and homiletically. A research paper related to the student's dissertation interest will be developed and critiqued by the cohort.

BIB 906 - New Testament Exegesis (4)

This course reinforces the traditional processes of New Testament exegesis and introduces more recent linguistic approaches with an emphasis on discourse analysis. The major systems of discourse analysis will be reviewed and applied to New Testament texts. Throughout the course the student will receive coaching in the development of exegetical skills. Various passages in the NT will be translated, visually mapped, and analyzed.

BIB 907 - Reading French (0)

This course will provide the student with a basic ability to read French literature pertinent to biblical studies. The focus will be on reading comprehension. Students will be given a competency exam at the end of the course.

BIB 908 - Reading German (0)

This course will provide the student with a basic ability to read German literature pertinent to biblical studies. The focus will be on reading comprehension. Students will be given a competency exam at the end of the course.

BIB 909 - OT Hermeneutics & Theology (4)

Students in this course will study advanced issues related to the interpretation and theology of the Old Testament (OT). Topics include: the value and application of genre analysis to OT interpretation, scholarly challenges in the interpretation of the OT, and contemporary frameworks for understanding and utilizing biblical theology in OT studies. 4 credits

BIB 910 - NT Hermeneutics & Theology (4)

Students in this course will study advanced issues related to the interpretation and theology of the New Testament (NT). Topics include: the value and application of genre analysis to NT interpretation, scholarly challenges in the interpretation of the NT, and contemporary frameworks for understanding and utilizing biblical theology in N.T. studies. 4 credits

BIB 911 - Cohort Elective 1 (4)

With the guidance of the director of the PhD in Biblical Studies program, each cohort will select a subject for in-depth study which matches the needs and interests of the cohort. Possible topics include but are not limited to church history, specific theological studies, Hebrew poetry, and textual criticism. 4 credits.

BIB 912 - Cohort Elective 2 (4)

With the guidance of the director of the PhD in Biblical Studies program, each cohort will select a second subject for in-depth study. The course will match the needs and interests of the cohort. 4 credits.

BIB 913 - Contemporary Instructional Methods and Design (4)

This course focuses on the methodology of constructing courses for adult learners in online and blended formats. Students will explore the relationship between technology, research, learning, and teaching and will learn how to teach effectively in online and mediated environments. This course prepares students to apply these methods in a Christian higher education context. 4 credits.

BIB 914 - Qualifying Exam Preparation (0)

Completion of this course is required prior to taking the qualifying examinations. Written qualifying exams will cover the areas of OT & NT biblical backgrounds, OT & NT exegesis, and OT & NT hermeneutics and theology. Students must complete the qualifying exams successfully before beginning the dissertation series. Course content from the program is studied in a collaborative manner with the goal of comprehensive review.

BIB 915 - Dissertation IA: Reading & Proposal (4)

Under the guidance of the dissertation advisor, students will review the precedent literature in an area of research interest, develop a dissertation topic, and write a proposal which presents the student's research questions and strategy. Once the proposal is approved, the student may proceed to Dissertation IB. Students may not begin research until the Dissertation Committee accepts the proposal.

BIB 915C - Dissertation IA: Continuation (0)

BIB 916 - Dissertation IB: Chapters 1-2 (4)

After securing topic approval in Dissertation IA, students in Dissertation IB will focus on developing the first two chapters of the dissertation with oversight from the faculty mentor. Once the first two chapters have been approved by the Dissertation Committee, the student may proceed to Dissertation II: Completion. 4 credits.

BIB 916C - Dissertation IB: Continuation (0)

BIB 917 - Dissertation II: Completion (4)

In Dissertation II: Completion, the student continues to write the final dissertation chapters with oversight and feedback from the Dissertation Committee. Dissertation II may be taken more than once. Students must be continually enrolled in Dissertation II until their dissertation is complete. 4 credits.

BIB 918 - Dissertation Defense (4)

After completion, the Ph.D. student defends the final dissertation in an open hearing. Once the Dissertation Committee has approved the dissertation, the student is recommended for graduation. 4 credits.

BIB 919C - Dissertation Defense Continuation (0)

BTC - Bible Theology Core

BTC 503 - Foundations for Integration (3)

This course offers an overview of the biblical narrative, including an examination of themes such as creation, fall, redemption, and consummation. The distinctive contribution of each stage of biblical history to that overarching narrative is considered. Special attention will be given to how the biblical narrative provides insight into the central concepts of Christian theology that help us understand God, the world, humanity, sin, redemption, and eschatology, and a Christian understanding of our place in that story. Critical hermeneutical issues will also be discussed as they arise in the study of the narrative. 3 credits

BTC 504 - Perspectives on Integration (3)

LBC | Capital educates students so that they might more ardently love God with their hearts, minds, and strength; then love their neighbors as themselves. Obeying the greatest commandment requires Christians to better align their perspectives of the world, themselves, and their communities with the Bible's perspective of reality. This course will help students understand the foundations of Christian thought so their views of the world may better agree with God's worldview as he revealed it in the Scriptures.

BTC 523 - Biblical Narrative - Old Testament (3)

This course offers an overview of the Old Testament portion of the biblical narrative, including an examination of themes such as creation, fall, and redemption. The distinctive contribution of each stage of biblical history to that overarching narrative is considered. Special attention will be given to how the biblical narrative provides insight into a Christian understanding of our place in that story. 3 credits

BTC 533 - Biblical Narrative - New Testament (3)

This course offers an overview of the New Testament portion of the biblical narrative, including an examination of themes such as redemption and consummation. The distinctive contribution of each stage of biblical history to that overarching narrative is considered. Special attention will be given to how the biblical narrative provides insight into a Christian understanding of our place in that story. (3 credits)

BTC 563 - Biblical Interpretation (3)

This course provides a focus on how to read and understand the Bible. Special emphasis is given to contemporary hermeneutical issues. Attention is also given to the use of tools to implement the practice of hermeneutics, focusing on epistolary literature. Several texts are studied that contribute to our understanding of Christian engagement with culture. (3 credits)

BTC 573 - Introduction to Christian Theology (3)

This course introduces the student to the method and central concepts of Christian theology. Special attention will be given to how the various theological topics help us understand the world (its origin and goal), humanity (the image of God and humanity's fallen state; its individual and corporate nature), redemption (salvation and life together in the church), and eschatology (how the future shapes our present life and perspective). (3 credits)

CFM - Children & Family Ministry

CFM 501 - Foundations of Children and Family Ministry (3)

The biblical, historical and philosophical principles of Children's Ministry are examined and applied. Attention is given to the development of a ministry philosophy and vision that will strengthen Children and Family Ministry in the local church. Models of ministry will be examined, developmental and age-characteristics appraised, and the teacher/learner process explored. This course is designed to investigate the merits of ministering to children in the context of the family. 3 Credits.

CFM 502 - Spiritual Formation of Children and Families (3)

Serving as an introduction to the pastoral care needs of children and families, this course explores the stages of childhood development and their impact on counseling children and families. A cursory examination of topics will be explored such as the special needs of children, qualities of healthy families, ministry to divorced and blended families, counseling abused children and caring for children and families encountering grief. This course is designed to teach skills that will enable ministry leaders to address the concerns that a parent or teacher may have about a child's emotional, spiritual or psychological well-being. Life situations will be addressed in the class. 3 Credits.

CFM 503 - Missional Families in a Global World (3)

Targeting the role of the Children's Ministry leader, this course examines strategies for effective management and leadership of Children and Family Ministry. Attention will be given to the personal qualities and skill areas germane to effective leadership. Principles of team building and equipping will be taught and demonstrated. Students will participate in case studies focused at problem-solving and team building. Each student is expected to participate in a hands-on ministry experience. 3 Credits.

CFM 504 - Global Children's Ministry (3)

This course is designed to study the aspects of spiritual formation in the lives of children in the familial context. The cognitive, social, emotional, and physical characteristics of children, birth to age twelve, are considered in detail. The principles of evangelism and discipleship on the life of a child will be studied in conjunction with developmental stages. Students will examine children's spirituality through library research, exploratory observation, and interviewing of children, teachers, and/or parents in church, parachurch, and/or home contexts. 3 Credits.

CFM 506 - Global Children and Family Ministry (3)

This course is designed to provide a basic understanding of and framework for global ministry to children and families. Students will prepare to effectively advocate for children as they explore a variety of issues placing children and families at risk in our world today. This course will also explore biblical and practical issues raised in the evangelism and discipleship of non-Christian children. The emphasis throughout will be on developing a holistic ministry to children that connects the church to community.

CFM 507 - Foundations of Children and Family Ministry (3)

CFM 508 - Spiritual Formation of Children and Families (3)

CFM 509 - Missional Families in a Global World (3)

CFM 511 - Foundations of Children and Family Ministry (3)

This course provides a coherent theological and philosophical foundation for children and family ministries. The course traces the teaching of both the Old and New Testaments regarding children and families and explores historical views of children throughout church history. Various contemporary models for ministry with children and families are presented as students begin to form their own ministry philosophy.

Prerequisite: None.

CFM 512 - Contexts of Children and Family Ministry (3)

This course explores ways the church can more effectively minister to children and families in a broken world by identifying healthy child development and issues that may threaten that development. The course will address how children may respond to crises and present practical shepherding skills to help families navigate life's challenges. Biblical and practical issues arising in outreach to non-Christian children and families will also be explored. Throughout, the course will emphasize developing a holistic ministry to children and families that connects the church to the community.

Prerequisite: None.

CFM 513 - Faith Formation in Children and Families (3)

This course equips students to develop a discipleship-focused ministry to children and families in the context of the local church. The course will explore theories of faith formation in children as well as the vital role of the Holy Spirit in evangelism and discipleship. Leaders will be equipped to cultivate spiritual practices and celebrate faith milestones with meaningful Bible engagement as a foundation for faith formation. Throughout, a dynamic partnership between church and home will be emphasized.

Prerequisite: None.

CFM 514 - Leadership of Children and Family Ministry (3)

This course equips students for a leadership role in ministry to children and families. The course will explore ministry vision and strategies to recruit and equip others for ministry. Students will be prepared to design and evaluate ministry programs that grow children and families. Attention will also be given to the personal life of the ministry leader and to developing healthy rhythms that can sustain long-term effectiveness in life and ministry.

Prerequisite: None.

CFM 590 - Independent Study (3)

This independent study course is for those rare exceptions when a student may have an interest in an area of study related to his/her ministry that is not covered by the curriculum. This independent study course is for those occasions when a student may have an interest in an area of study related to his/her ministry that is not covered by the curriculum. Please contact your advisor or the Graduate School Office for additional information. 3 credits.

CFR - Formational Leadership

CFR 501 - Eugene Residency (0)

CFR 502 - International Experience (0)

CFR 503 - 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 (4)

This course immerses students in a pre-professional experience that allows them to practice and further develop the skills taught in their master's program. Students will be placed in their field of interest to prepare them for a career in strategic communication leadership. Students will enhance their communication skills, develop an understanding of leadership skills required of their specific communication field, and begin the professional networking needed to become successful in the workplace. Students, under the supervision of both a qualified professional (onsite supervisor) and the internship professor, will complete, track, and reflect on a minimum of 120 hours of communication field-specific work. Throughout their internship process, this course will challenge students to reflect upon and evaluate their leadership skills and internship performance. (4 credits)

COM 691 - Strategic Communication Capstone Project (3)

This course will require students to produce work or oversee an aspect of an event directly related to the student's professional communication goals. The course requires students to apply communication skills, theory, and best practices in the development of the work or event. The student must demonstrate leadership in the planning, preparation, and oversight of the project. The capstone project is expected to reflect a biblical worldview by demonstrating how a Christian communication professional can potentially impact their culture for Christ. (3 credits)

CPL - Church Planting

CPL 501 - Theology, History & Models of Church Planting Movements (3)

Church Planting is deeply rooted in the New Testament narrative. Beginning with Antioch, Paul's successive missionary journeys are traced in search of timeless insights for today's church planters. A post canonical overview of history brings one up to the state of church planting in the 21st century with its myriad of models. 3 credits.

CPL 502 - Exegeting Culture for Church Planting (3)

Every church planter must replicate what missionaries have known for decades - contextualization is critical if a church is to survive and thrive. Each target culture has a unique demographic blend. Those distinctive features must be discovered, examined and understood if one intends to communicate truth in a relevant manner. This course is highly interactive with veteran church planters helping next generation planters to answer fundamental contextual church planting questions. 3 credits.

CPL 503 - Church Planting Internship I (3)

The first church planting internship will help the leader develop relational intelligence. Accountability to an academic advisor and an onsite pastoral coach are fundamental. Theory and reality are wed as a philosophy of ministry is honed and articulated as a core team is recruited. The relationship between a sponsoring church, their network of church planters and a new visionary team is crucial. 3 credits.

CPL 504 - Church Planting I (3)

This course begins to orient a church planter to prioritize their mindset toward building the Kingdom of God by first becoming a fully devoted and developed disciple of Jesus. As a foundation of biblical principles are laid, a blueprint for building the infrastructure of a new church will emerge as the systems necessary to sustain growth are identified. 3 credits.

CPL 505 - Church Planting II (3)

This course emphasizes how disciples of Jesus engage the domains of society with a kingdom mindset. A strategic plan is developed and initiated to nurture and equip new believers to grow the faith community into a church multiplication center for the global glory of God. 3 credits.

CPL 506 - Church Planting Internship II (3)

The second church planting internship will guide the team leader through the processes of laying systemic foundations. Accountability to an academic advisor and an onsite pastoral coach will continue. Theory and reality will be articulated as systems are developed to accommodate the planting team's mission, vision and values. 3 credits.

CPS - Professional Counseling

CPS 500 - Candidacy Course (0)**CPS 501 - Orientation to Professional Counseling Identity, Function & Ethics (3)**

Orientation to the field of professional counseling requires a thorough understanding of professional identity and current professional issues related to counselor functioning in a variety of settings. This course introduces students to concepts regarding the professional functioning of licensed professional counselors including history, roles, professional organizations, standards, and credentialing. Current issues in the practice of counseling in a variety of professional settings and current labor market information relevant to opportunities for practice are explored. Students will be introduced to the core requirements, multicultural competencies, and spiritual/religious competencies necessary to becoming a counselor. Students are also introduced to program policies, graduate level writing and APA style.

CPS 502 - Research Statistics for the Social Sciences (3)

This course is offered to prepare students for the Research Design and Methods and the Research Thesis Course. It develops the practice, concepts and principles of statistics and design (both quantitative and qualitative) for their practical use in human research. The course will teach principles for research statistics and pose laboratory assignments for the calculation and practical application of statistics. 3 credits.

CPS 503 - Research Design and Methods (3)

Instruction and class activities focused on drafting a thesis proposal, a hypothetical research report, or a literature review for a formal assessment, action research evaluation while developing proficiency in such research skills as identifying and focusing on a research problem. The course will enable the student to access and interpret scholarly literature to design quantitative or qualitative research methods, including action research, and to identify research instructions for a program-specific project in individual, group, marriage and family, and school counseling. 3 credits. Prerequisite: CNS 502 or its equivalent.

Prerequisite: (CN502GN OR CPS502).

CPS 505 - Research and Program Evaluation (3)

This course provides an introduction to research and methodology in the field of counseling. Emphasis is placed on gaining the knowledge necessary to evaluate the conclusions of published research. Students will be introduced to a variety of counseling research strategies in order to assist the evaluating and incorporating relevant findings in counseling practice. To that end, basic knowledge of research methodology, research design, sampling, measurement, statistics, and ethical issues for conducting research will be addressed. 3 credits.

Prerequisite: (CPS501 OR CPS508 OR CPS530 OR CPS500 OR CPS541 OR CPS501GN OR CPS501N OR CPS501NN OR CPS508N OR CPS530N OR CPS541N).

CPS 508 - Counseling Skills in Helping Relationships (3)

This course provides foundational skill education and training for helping relationships. The focus of the course is to engage students to develop and practice of basic counseling skills through demonstration, discussion, participation in skills practice, video captured role plays and individual and peer supervision. Attention will be given to relationship and rapport building, case conceptualization and goal and objective setting, setting session agenda and session planning. Analysis of counselor's skills and abilities in relationship building will be assessed. 3 credits.

CPS 510 - Human Growth and Development across the Lifespan (3)

This course provides an overview of contemporary theoretical perspectives regarding the nature of developmental needs and tasks from infancy through late adulthood, the influences of development on mental health and dysfunction and the promotion of healthy development across human life span. The special tasks, challenges, and concerns for age-stage related issues will be evaluated and discussed while emphasizing the physical, mental, emotional, intellectual and spiritual growth of the individual. 3 credits

Prerequisite: CPS501, CPS508, CPS515, CPS530, CPS541.

CPS 514 - Psychopharmacology (3)

This course will consider the manner in which the human body intakes, absorbs, and excretes substances known as street drugs, prescription medications, and common dietary substances which impact the psychological balance of the individual. We will also engage in scholarly inquiry pursuant toward proficiency in understanding psychotropic treatment of various psychological disorders. 3 credits.

Prerequisite: (CPS500 OR CPS501 OR CPS501GN OR CPS501N OR CPS501NN OR CPS505 OR CPS505N OR CPS508 OR CPS508N OR CPS510 OR CPS510GNN OR CPS510GN OR CPS510N OR CPS515 OR CPS515GN OR CPS515N OR CPS525 OR CPS525N OR CPS530 OR CPS530N OR CPS531 OR CPS531GNN OR CPS531GN OR CPS541 OR CPS541N).

CPS 515 - Counseling Theory and Techniques (3)

This course provides an overview of the leading systems of psychotherapy and their application to the treatment of mental and emotional disorders. Depressive and Anxiety disorders are used as models for case conceptualization and the development of treatment strategies with specific attention to Person-Centered and Cognitive Therapy models. The role of spirituality and religion in treatment is discussed. An appraisal from an evangelical Biblical perspective prepares students to navigate unique treatment issues critical to work with conservative Christian clients. 3 credits.

Prerequisite: (CPS501 OR CPS501GN OR CPS501N OR CPS501NN OR CPS508 OR CPS508N OR CPS530 OR CPS530N OR CPS541 OR CPS541N).

CPS 517 - Biopsychology (3)

This course is an introduction to basic concepts related to the biological bases of behavior. Beginning with an elementary geography of the central nervous system, students will gain an understanding of how brain structure relates to brain function and to behavior. Topics covered include brain structure, neuronal communication, drugs and hormonal influences on the brain, visual sensation and perception, sleep and waking states, sexual behavior, brain lateralization, language, and psychological disorders. 3 credits.

Prerequisite: (CPS500 OR CPS501 OR CPS501GN OR CPS501N OR CPS501NN OR CPS505 OR CPS505N OR CPS508 OR CPS508N OR CPS510 OR CPS510GNN OR CPS510GN OR CPS510N OR CPS515 OR CPS515GN OR CPS515N OR CPS525 OR CPS525N OR CPS530 OR CPS530N OR CPS531 OR CPS531GNN OR CPS531GN OR CPS541 OR CPS541N).

CPS 520 - Applied Counseling & Psychological Methodologies (3)

This course will introduce the student to a variety of traditional counseling methodologies along with our appraisal from an evangelical Biblical perspective. Students will also have opportunities to develop breadth of concrete and functional skills to facilitate helping of the "whole" person. Consideration will also be given to contemporary issues facing the practitioner. Prerequisite: First semester practicum should be completed before registering for skills courses.

Prerequisite: (CPS501G AND CPS508 AND CPS530 AND CPS541 AND CPS500).

CPS 525 - Assessment Techniques in Counseling I (3)

Assessment Techniques I is a course designed to introduce students to various instruments designed to measure psychological functioning. To that end, the student will be familiarized with several measures that are frequently administered to children, adolescents, and adults. It is hoped, however, that throughout the semester, students will develop greater competency with instruments that are germane to their population of interest as well as those that fit current and future ministry opportunities while maintaining a well-rounded appreciation of the role of assessment in the course of helping clients. 3 credits.

Prerequisite: (CPS500 OR CPS501 OR CPS501GN OR CPS501N OR CPS501NN OR CPS508N OR CPS508 OR CPS530 OR CPS530N OR CPS541 OR CPS541N).

CPS 530 - Professional Ethics and Legal Issues in Counseling (3)

This course is designed to provide an overview of the ethical and legal practices in the field of counseling, with a specific focus upon the professional issues of practice including practice specializations. The Codes of Ethics of national and professional counseling organizations will be reviewed. An overview of the state/local statutes that govern the practice of counseling will also be provided. A study of ethical principles as they apply to situations of counseling will be conducted by means of investigating the standards and their dimensions of application through case study. Students will be expected to grow in their level of judgment for decision-making in the context of ethical dilemmas and challenges. 3 credits.

CPS 531 - Psychopathology & Counseling (3)

An understanding of assessment categories based on abnormal psychology classifications is crucial in helping the Mental Health Provider adequately diagnose and deliver appropriate treatment options for those who seek our help. This course will survey these categories while also considering theological perspectives on abnormality. The use of case studies will provide a practical application of how assessment is utilized in the counseling room. 3 credits.

Prerequisite: (CPS500 OR CPS501 OR CPS501GN OR CPS501N OR CPS501NN OR CPS508 OR CPS508N OR CPS530 OR CPS530N OR CPS541 OR CPS541N).

CPS 540 - Marriage Counseling & Psychotherapy (3)

This course is designed to explore the major models of couple therapy as well as biblical concepts foundational to marriage and relationship. The class will also consider materials on major ruptures of the relational bond. Through readings, lectures, video tapes and classroom participation, theoretical perspectives and therapeutic techniques will be presented. Students are encouraged to become familiar with journals that focus on marriage and marital therapy as well as relationship enhancement. 3 credits.

Prerequisite: (CPS500 OR CPS501 OR CPS501GN OR CPS501N OR CPS501NN OR CPS505 OR CPS505N OR CPS508 OR CPS508N OR CPS510 OR CPS510GNN OR CPS510GN OR CPS510N OR CPS515 OR CPS515GN OR CPS515N OR CPS525 OR CPS525N OR CPS530 OR CPS530N OR CPS531 OR CPS531GNN OR CPS531GN OR CPS541 OR CPS541N).

CPS 541 - Group Counseling Leadership Skills (3)

This is a clinical course designed to give students didactic and experiential introduction to theory, practice, and treatment in group counseling. The course will cover the theoretical foundations of group counselling and group work, contemporary theories, and group counseling leadership skills including group selection, group formation, group interventions, and group evaluation. 3 credits.

CPS 545 - Counseling the Older Adult (3)

The course is designed to introduce students to critical issues in the aging process as well as related functional challenges experienced by older adults and their families. As such, the class reviews deficits and strengths associated with aging among older adults with the hopes of equipping students to acquire skills to enhance the overall wellbeing of the older adult client. The course spans a range of topics, such as theories of aging, misconceptions about aging and older adults, counseling skills and techniques for working with the older adult, and resource procurement for the aged. A review of gerontology is provided in order to enhance the student's appreciation of the multiple factors that helped shape the field of older adult therapy today. In keeping with LBC's vision statement and the overall mission of our college, considerable effort will be dedicated toward enhancing students' sensitivity to the needs of this population in order to optimize ministry opportunities with the elderly client. This course will emphasize practice models, counseling skills, and intervention techniques that will equip the counseling student for effective ministry.

Prerequisite: (CPS501N OR CPS505N OR CPS508N OR CPS510GNN OR CPS520N OR CPS525N OR CPS530N OR CPS531GNN OR CPS541N OR CPS500 OR CPS501 OR CPS501GN OR CPS501NN OR CPS505 OR CPS508 OR CPS510 OR CPS510GN OR CPS510N OR CPS515 OR CPS515GN OR CPS515N OR CPS525 OR CPS530 OR CPS531 OR CPS531GN OR CPS541).

CPS 546 - Theories of Personality (3)

This course is a study of theory and research on personality and its development. Major secular perspectives will be evaluated through comparison and contrast to a Biblical perspective. An overview of abnormal psychology and clinical applications will be studied in their relationship to personality development.

Prerequisite: (CPS501N OR CPS508N OR CPS530N OR CPS541N OR CPS505N OR CPS520N OR CPS510GNN OR CPS525N OR CPS531GNN OR CPS500 OR CPS501 OR CPS501GN OR CPS501NN OR CPS508 OR CPS530 OR CPS541 OR CPS505 OR CPS515 OR CPS515GN OR CPS515N OR CPS510 OR CPS510GN OR CPS510N OR CPS525 OR CPS531 OR CPS531GN).

CPS 550 - Family Counseling & Psychotherapy (3)

This graduate level course will acquaint students with the history, theories and techniques of family counseling. Students will be introduced to systems theory, brief therapy and various other approaches to family counseling. Students will be challenged to develop an integrated approach to family counseling. 3 credits.

Prerequisite: (CPS500 OR CPS501 OR CPS501GN OR CPS501N OR CPS501NN OR CPS505 OR CPS505N OR CPS508 OR CPS508N OR CPS510 OR CPS510GNN OR CPS510GN OR CPS510N OR CPS515 OR CPS515GN OR CPS515N OR CPS525 OR CPS525N OR CPS530 OR CPS530N OR CPS531 OR CPS531GNN OR CPS531GN OR CPS541 OR CPS541N).

CPS 551 - Assessment Techniques in Counseling II (3)

This class is intended to provide students with further grounding in psychological assessment. Building upon principles discussed in CN 525, students in this course will be exposed to the concept of a comprehensive battery of measures. To that end, fewer instruments will be reviewed; however, a considerable portion of the class will be devoted to honing clinical skills in administration, interpretation, and integration, which will be expressed through report-writing. Ultimately, this class will help students with diagnostic formulations and assist with creating and implementing appropriate recommendations for the various populations that they serve. 3 credits

Prerequisite: (CPS500 OR CPS501 OR CPS501GN OR CPS501N OR CPS501NN OR CPS505 OR CPS505N OR CPS508 OR CPS508N OR CPS510 OR CPS510GNN OR CPS510GN OR CPS510N OR CPS515 OR CPS515GN OR CPS515N OR CPS525 OR CPS525N OR CPS530 OR CPS530N OR CPS531 OR CPS531GNN OR CPS531GN OR CPS541 OR CPS541N).

CPS 552 - Marriage and Family Issues (3)

This course is designed to explore marriage family issues from both a Biblical perspective and an ever evolving cultural and societal perspective. Concepts that challenge the very integrity and foundation of marriage and family such as the redefinition of marriage, same-sex partnerships, divorce, single parenting, etc. will be of primary focus. The student's learning experience will involve readings, lectures, media, case materials, and classroom participation. Students will become familiar with journals that focus on marital and family issues as well as biblical responsiveness and therapeutic insight. 3 credits.

Prerequisite: (CPS500 OR CPS501 OR CPS501GN OR CPS501N OR CPS501NN OR CPS505 OR CPS505N OR CPS508 OR CPS508N OR CPS510 OR CPS510GNN OR CPS510GN OR CPS510N OR CPS515 OR CPS515GN OR CPS515N OR CPS525 OR CPS525N OR CPS530 OR CPS530N OR CPS531 OR CPS531GNN OR CPS531GN OR CPS541 OR CPS541N).

CPS 553 - Counseling & Psychotherapy for the Individual (3)

This course will be taken near the end of the student's program to help the student become more proficient with integrating theory into practice. Concepts from theories and methods courses taken earlier in the program along with experiences from the practical setting will be utilized to give the student greater confidence when counseling the individual with serious mental health difficulties. Each student will be reviewed regarding how well the student has applied the scope of training to the field setting by producing recorded and transcribed verbatim accounts of their counseling experience. 3 credits.

Prerequisite: (CPS500 OR CPS501 OR CPS501GN OR CPS501N OR CPS501NN OR CPS505 OR CPS505N OR CPS508 OR CPS508N OR CPS510 OR CPS510GNN OR CPS510GN OR CPS510N OR CPS515 OR CPS515GN OR CPS515N OR CPS525 OR CPS525N OR CPS530 OR CPS530N OR CPS531 OR CPS531GNN OR CPS531GN OR CPS541 OR CPS541N).

CPS 570 - Advanced Theoretical Analysis (3)

This course will challenge students to solidify their own Biblical understanding of subject matters that relate to human behavior and the field of counseling. It will help them to develop their own "filters," based on a solid Biblical and doctrinal knowledge, whereby to study critically secular and Christian theories of personality, counseling, and psychotherapy. The initial sessions will focus on laying the foundation by which the students can effectively critique different schools of thought. Specific popular ideas and strategies of counseling will also be explored, including the use of secular self-help materials. 3 credits. Prerequisite: CNS 520.

Prerequisite: (CN520GN OR CNS520GN).

CPS 572 - Counseling Addictions (3)

This course is designed to assist the student with an understanding of addiction, the effects of addiction on the family; as well as the process of counseling these individuals toward recovery. The focus will be on alcoholism, but also pertain to all substance abuse and related addictions however we will also cover non-substance addictions. The course will be beneficial to those who minister to addicts at any level, but especially those who desire a more thorough understanding of counseling the addict and their family. This course will attempt to integrate psychological findings on addiction, governing biblical principals, along with professional and practical ministry experience of the professor. 3 credits.

Prerequisite: CPS501, CPS505, CPS508, CPS510, CPS515, CPS525, CPS530, CPS531, CPS541, CPS 583, CPS588.

CPS 573 - Advanced Addictions Treatment Methods (3)

This course is designed to build upon knowledge gained in the introductory addictions course and to prepare students for clinical addictions practice and successful completion of the Examination for Master Addictions Counselors (EMAC). Students will gain a deeper understanding of how both substance and process addictions impact families and learn professional therapeutic service delivery with this population. In addition to learning how to professionally counsel family members affected by addiction, students will be trained to navigate a process of reconciliation for spouses and families. This course is specifically for students pursuing professional addictions counseling. 3 credits.

Prerequisite: (CPS501N OR CPS505N OR CPS508N OR CPS510GNN OR CPS520N OR CPS525N OR CPS530N OR CPS531GNN OR CPS541N OR CPS500 OR CPS501 OR CPS501GN OR CPS501NN OR CPS505 OR CPS508 OR CPS510 OR CPS510GN OR CPS510N OR CPS515 OR CPS515GN OR CPS515N OR CPS525 OR CPS530 OR CPS531 OR CPS541 OR CPS572 OR CPS572N).

CPS 575 - Counseling Children and Adolescents (3)

This course provides specialized knowledge and skills training in counseling children and adolescents. Students will learn to assess behavior and incorporate developmentally and culturally appropriate strategies and techniques to meet the needs of counseling children and adolescents both within the school and agency setting. Students will examine and apply various research-based theoretical, behavioral, and play therapy techniques for counseling children and adolescents. 3 credits

Prerequisite: (CPS500 OR CPS501 OR CPS501GN OR CPS501N OR CPS501NN OR CPS508 OR CPS508N OR CPS530 OR CPS530N OR CPS541 OR CPS541N).

CPS 576 - Advanced Addiction Treatment Methods (3)

Prerequisite: CPS501, CPS505, CPS508, CPS510, CPS515, CPS525, CPS530, CPS531, CPS541, CPS 583, CPS588.

CPS 577 - Human Sexuality (3)

This course will explore various issues related to human sexual development throughout one's lifespan. We will also concern ourselves with the more current and controversial issues regarding sexuality and gender of our day. We will seek to understand them from a biblical perspective, and consider ways in which the professional counselor can assist counselees who have developed divergent sexual practices. 3 credits

Prerequisite: (CPS500 OR CPS501 OR CPS501GN OR CPS501N OR CPS501NN OR CPS508 OR CPS508N OR CPS530 OR CPS530N OR CPS541 OR CPS541N).

CPS 580 - Equine-Assisted Therapy (3)

The equine assisted therapy course is designed to introduce students to the fundamentals of counseling using horses. This experiential and interactive course will be held off-site at an equine assisted therapy facility. The course will address the history, development, and current views of this unique and growing field, as well as the diverse therapeutic applications of equine assisted therapy as Christian counselors. Students will receive hands-on opportunities to learn and explore individual and group equine assisted therapy methods, in addition to assigned reading, research, and presentations.

CPS 581 - Evaluation Writing in Counseling & Psychology (3)

This course will equip students with report writing skills. The students will recognize the elements, procedures, and purpose for report writing, which will be utilized educationally, forensically, and professionally. 3 credits. Prerequisite: CPS 525.

Prerequisite: (CNS525GN OR CN525GN).

CPS 583 - Multicultural Foundations of Counseling (3)

This social and cultural diversity course is focused on preparing students to practice competent multicultural counseling. Issues such as race, ethnicity, gender, age, spirituality and religion, psycho-sexual orientation, mental and physical characteristics, and social and cultural norms are examined as they relate to the overarching context of relationships and human development. The influence of culture, subculture, and socioeconomic status on the counseling relationship is explored. Theories of multicultural counseling, identity development, pluralistic trends, and systems-oriented intervention strategies (couple, family, group, and community) are considered. Counselor cultural self-awareness and the role of counseling in eliminating biases, prejudice, oppression, and discrimination are emphasized. 3 credits.

Prerequisite: (CPS501 OR CPS501GN OR CPS501N OR CPS501NN OR CPS508 OR CPS508N OR CPS530 OR CPS530N OR CPS541 OR CPS541N).

CPS 585 - Trauma-Informed Counseling (3)

Trauma results from an event, series of events, or set of circumstances experienced by an individual as physically or emotionally harmful or life-threatening. Lasting adverse effects undermine mental, physical, social, emotional, and spiritual well-being. This course explores the effects of crisis, disasters, and trauma on diverse individuals across the lifespan, and the impact of crisis and trauma on individuals with mental health diagnoses. Crisis intervention and community-based strategies are reviewed. Students then delve into the concept of trauma-informed care. A trauma-informed approach to counseling frames many problem behaviors as understandable attempts to cope with traumatic experiences and aims to avoid re-victimizing the client by maximizing the survivor's choices and control over the healing process. Course Prerequisite(s) - GPC 515, GPC 517, GPC 531

Prerequisite: (GPC515 OR GPC515N OR GPC517 OR GPC531 OR GPC531N).

CPS 586 - Advanced Applied Research Practicum (3)

This course provides an opportunity for a student to apply and hone previously acquired research and statistical skills toward data collection, calculation, and scientific writing with the goal of publication.

CPS 588 - Career and Lifestyle Development (3)

This course is designed to provide students with a comprehensive introduction to the theoretical and practical aspects of vocational counseling and career development, including interaction with how biblical teaching relates to these areas of counseling. The underlying goal of this course is to equip students to help their clients discern their calling, and utilize their talents and resources in the process of reaching their vocational goals. Major theories of vocational counseling and career development will be presented with a discussion of the treatment implications for counseling interventions. Students will have an opportunity to learn about vocational and career development counseling via discussion of case studies. At the conclusion of the course, students will have the ability to integrate vocational and career development counseling into their repertoire of resources as helping professionals. Students will also be exposed to principles of effective financial counseling to assist counselees to interact with financial issues in their career search and development process. 3 Credits.

Prerequisite: CPS501, CPS508, CPS515, CPS530, CPS541.

CPS 590 - Independent Study (3)

This independent study course is for those rare exceptions when a student may have an interest in an area of study related to his/her ministry that is not covered by the curriculum. Please contact your advisor or the Graduate School Office for additional information. 3 credits.

CPS 601 - Professional CNS Practicum (3)

This supplemented course applies the principles and methods taught in the classroom to specific counseling situations and problems. It involves the student in case studies, observation of counseling sessions, limited counseling experiences, and a literature search. 3 credits. Prerequisites: Minimum GPA of 3.0 with a minimum of 18 credits, candidacy approval.

Prerequisite: (CPS501N OR CPS508N OR CPS530N OR CPS541N OR CPS500 OR CPS501 OR CPS501GN OR CPS501NN OR CPS508 OR CPS530 OR CPS541 OR CPS505 OR CPS505N OR CPS515 OR CPS515GN OR CPS515N OR CPS510 OR CPS510GN OR CPS510GNN OR CPS510N OR CPS525 OR CPS525N OR CPS531 OR CPS531GN OR CPS531GNN).

CPS 601C - Professional CNS Practicum Continuation (0)

Prerequisite: (CPS601).

CPS 602 - Professional CNS Internship (3)

This supplemented course applies the principles and methods taught in the classroom to specific counseling situations and problems. It involves the student in case studies, observation of counseling sessions, actual counseling experience and literature research and application. 3 credits.

Prerequisite: (CPS500 OR CPS501 OR CPS501GN OR CPS501N OR CPS501NN OR CPS508 OR CPS508N OR CPS510 OR CPS510GN OR CPS510GNN OR CPS510N OR CPS515 OR CPS515GN OR CPS515N OR CPS525 OR CPS525N OR CPS530 OR CPS530N OR CPS531 OR CPS531GN OR CPS531GNN OR CPS541 OR CPS541N OR CPS601).

CPS 602C - Professional CNS Internship Continuation (0)

Prerequisite: (CPS602N OR CPS602).

CPS 603 - Counseling Internship II (3)

This supplemented course applies the principles and methods taught in the classroom to specific counseling situations and problems. It involves the student in case studies, observation of counseling sessions, actual counseling experience and literature research and application. 3 credits.

Prerequisite: (CPS500 OR CPS501 OR CPS501GN OR CPS501N OR CPS501NN OR CPS508 OR CPS508N OR CPS530 OR CPS530N OR CPS541 OR CPS541N OR CPS505 OR CPS505N OR CPS515 OR CPS515GN OR CPS515N OR CPS510 OR CPS510GN OR CPS510GNN OR CPS510N OR CPS525 OR CPS525N OR CPS531 OR CPS531GN OR CPS531GNN OR CPS601 OR CPS602 OR CPS602N).

CPS 603C - Counseling Internship II Continuation (0)

CPS 698 - Oral Comprehensive Examination (3)

The Oral Comprehensive Examination is a Capstone Project designed to afford graduating students the opportunity to present a sample of their academic and clinical skills before faculty and interested peers. To that end, students will want to approach this project with considerable deliberation and care. Similarly, the level of preparation that goes into such an endeavor parallels the effort that is invested in the research thesis. 3 credits. Prerequisites: MFC/MHC/PSC 601, CNS 503, and CNS 581.

Prerequisite: (MF601G OR MH601G OR SG601G OR MFC601 OR MHC601 OR PSC601) And (CN503GN OR CN581GN OR CPS503 OR CNS581GN).

CPS 698C - Oral Comprehensive Exam Continuation (0)

After students have registered for CNS 698, they must register each semester (not including summer and winter sessions) for CNS 698C. The student service fee will be assessed. 0 credits.

CPS 699 - Research Thesis (3)

This course of independent study will take place near the end of the student's program after the student has been accepted as a degree candidate. The student will be assigned an advisor who will discuss with the student the submission of a thesis paper which the student will produce by means of either qualitative or quantitative analysis of data. 3 credits. Prerequisites: MFC/MHC/PCS 601, and CNS 503.

Prerequisite: (MF601G OR MH601G OR SG601G OR MFC601 OR MHC601 OR PSC601) And (CN503GN OR CPS503).

CPS 860 - Advanced Applied Research Practicum (3)

This course provides an opportunity for a student to apply and hone previously acquired research and statistical skills toward data collection, calculation, and scientific writing with the goal of publication. (1-3 credits)

Prerequisite: (CPS505 OR CPS505N OR PCN335 OR SWK335).

EDL - Educational Leadership

EDL 801 - Philosophical and Theoretical Foundations of Strategic Educational Leadership (3)

This course will equip students to serve as highly prepared scholar-practitioners who apply leadership theory to practice. With an eye toward meeting the needs of diverse learners, students will evaluate theories and models of leadership for their own education context and will reflect on personal practices within their organizations. Because leadership is influenced by various worldviews and their corresponding value systems, students will be challenged to examine the philosophies behind these theories and models through the lens of Scripture.

EDL 805 - Organizational Behavior and Change (3)

This course will equip students to apply successful strategies for leading change in complex educational organizations. Students will understand factors of effective organizational culture that are foundational to healthy and positive change, including the alignment of mission, vision, and values with strategies that best utilize the organization's resources. Through the use of case studies and analyses of their own education context, students will assess needs, diagnose problems, and generate theory-based solutions.

EDL 810 - Faith, Ethics, and Equity in the Educational Context (3)

This course will equip students to intentionally link their Christian faith to issues of ethics and equity in the school environment. Students will ground their philosophy of professional practice in the gospel, such that their vision, decisions, and interactions flow from that foundation and reflect a commitment to high ethical standards, including equity for all learners. To that end, students will be empowered to champion equitable systems and practices in their own school, the surrounding community, and the larger educational landscape, and to employ a critical analysis of national, state, and local policies affecting practices in their educational institution.

EDL 815 - Instructional Supervision and Professional Development (3)

This course will prepare students to ensure the implementation of the educational mission of a school by overseeing, equipping, and empowering teachers to provide meaningful learning experiences for learners. Specifically, students will apply research-based methods to the development of district-wide processes for instructional supervision, evaluation, and professional development, with the aim of improving student achievement. Attention will be given to models and functions of supervision, as well as the practice of data-informed decision-making, and the design, implementation, and evaluation of professional development.

EDL 820 - Data Analysis and Evidence-Based Improvement (3)

This course will equip students to employ data-informed decision-making principles in a methodologically sound manner to bring about evidence-based improvement. Foundational to this process is building students' data literacy - their ability to understand, analyze, and act on data. Students will learn to critically evaluate research and its claims, specifically examining the appropriateness and strength of the research methods used and the interpretation of the data. Ultimately, this course will equip students to understand, analyze, and act on data to inform decisions made in the classroom, school, and school district.

EDL 825 - Politics, Policy, and Governance (3)

This course will equip educational leaders to understand the forces that have shaped, and continue to shape, educational policy, and to analyze and effectively navigate the various political and governance contexts in which the chief school administrator (CSA) operates. Beginning with a brief historical and sociocultural introduction to the politics of education at the national, state, and local levels, the course will examine the relationships a CSA has with both internal and external stakeholders. Specifically, it will prepare a CSA to advise the school board on educational issues and work with the board to set and adhere to educational policy. Special attention will be given to arguments for and against a variety of contemporary educational policies, as well as analysis of how a biblical worldview interacts with issues of politics, policy, and governance. (3 credits)

EDL 830 - School Law (3)

This course will equip school leaders to anticipate and recognize legal issues involved in public and private education, in order to better understand the potential risks in education management and possible strategies to reduce those risks. Additionally, participants will be prepared to use methods of legal analysis to make sound leadership decisions in areas such as students' rights, academic freedom, religion and education, discipline, and discrimination. By providing an overview of relevant legislation, regulations, and case law concerning the education of students, the course examines general principles of law and applies judicial decisions to educational environments. Implications of legal issues for public versus private schools, and legal provisions for special needs students will also be addressed, as will analysis of how a biblical worldview interacts with legal principles and precedents. (3 credits)

EDL 835 - Planning and Managing Financial Resources (3)

This course will equip educational leaders to develop a system-wide budget plan that allocates resources aligned with the system's needs and reflective of its values. With an emphasis on stewarding human and financial resources for student learning, participants will learn about sources of revenue on federal, state, and local levels; equity in the allocation of resources; management of business operations, the reporting and auditing of funds, and issues specific to funding special education and school choice. (3 credits)

EDL 840 - Personnel Management (3)

This course will equip educational leaders to play an integral role in carrying out human resources (HR) policies and practices in their school. Specifically, they will examine both the theories and practices related to the staffing of schools to ensure wise stewardship of human resources and all students learning at a high level of achievement. The course will introduce school leaders to the elements of the HR function and familiarize them with related local, state, and federal regulations. Topics include recruiting, interviewing, selecting, training, developing, and compensating employees, and evaluating their performance. Conflict resolution, effective communication skills, managing the change process, and creating and maintaining a positive school environment will also be addressed. (3 credits)

EDU 845 - Curriculum Design, Management, and Evaluation (3)

This course will equip students to identify and analyze issues in curriculum design, management, and evaluation. Such issues may include academic standards, diversity, technology, testing and assessment, innovative programs, and state and federal legislation. Included are how professionals, particularly supervisors, curriculum developers, teacher leaders, and teachers, can address these issues to improve student learning. Students develop a biblical approach to critically assess the importance and significance of issues in order to manage curriculum effectively.

EDL 850 - Technology for Educational Leaders (3)

This course will equip educational leaders to become agents for realizing the powerful potential of technology in their schools. It addresses how technology can be used as a tool for supporting both excellent teaching practices and efficient and effective administrative functions. Participants will understand both the theoretical and the practical considerations for planning and implementing technology, including the importance of building a nimble culture that supports the change inherent in technology updates. To guide strategic decisions around educational technology, students will be equipped to develop a research-based and biblically grounded philosophy of technology. (3 credits)

EDL 860 - Systematic Study of Complex Problems of Practice (3)

This course will equip students to explore approaches to inquiry of a problem of practice and engage in educational research. Conceptual, procedural, and analysis issues from quantitative, qualitative, and mixed methods research traditions will be addressed, such that students will be aware of a range of procedures that may be applied to different types of educational action research studies. Attention will also be given to guidelines that should be used in selecting a set of appropriate research methods, including theoretical and conceptual frameworks to inform research questions and the choice of data. This course will lay the foundation for the student's action research dissertation.

Prerequisite: EDL 820.

EDL 901 - Action Research Proposal (6)

This course will equip educational leaders to conduct action research by investigating a problem of practice related to school leadership. The educational leader will choose a problem of practice, with the aim of identifying a solution that will ultimately improve student learning. As a method for reflectively investigating and improving practices, action research begins with a proposal containing an introduction that includes a carefully crafted research question related to the problem of practice, a literature review, and a methodology section. Students will submit the proposal and orally defend it.

Prerequisite: All non-dissertation coursework must be completed in order to enroll in this course.

EDL 902 - Action Research Dissertation (6)

This course will equip educational leaders to continue the process of conducting action research by investigating a problem of practice related to school leadership. The problem was chosen by the student, with the aim of identifying a solution that will ultimately improve student learning. In this course, students take the next step in the research process, which is to implement the action research project. The implementation steps include collecting and analyzing data, writing up findings, and orally defending the action research dissertation. (3 credits)

Prerequisite: EDL 901 Action Research Proposal.

EDU - Education

EDU 519 - Foundations & Framework for Learning (3)

This course is designed to provide a theoretical and practical framework for creating effective instruction. The biblical worldview is the foundation for the analysis of each learning theory and the components of the instructional plans. It will include a study of human learning with a procedure for planning, delivering, and evaluating instruction. Students will develop a rationale for instructional plans with appropriate outcomes, resources, procedures, and assessments. (3 credits)

EDU 520 - Foundations of Early Childhood Education (3)

This course will introduce students to teaching in grades PreK-4 and the environments in which that teaching takes place. Students will explore the various types of early childhood settings, classroom environments for young children, the educational models that direct the design of teaching and learning, and the legislation that impacts early childhood programs. Students will be challenged to consider the influence of the Christian teacher in both public and private early childhood settings.

EDU 523 - Theoretical Foundations of Development and Learning (3)

This course is a study of theories of development and learning that influence practice in the elementary classroom. Students will explore development of the whole child- physical, social, emotional, intellectual, and spiritual and its impact on the learning process.

EDU 524 - Literacy Instruction in the PreK-4 Classroom (3)

This course will equip students to design and implement instruction for all aspects of literacy in grades PreK-4. A basis of the theories of reading instruction will be combined with the knowledge of phonemic, morphemic, semantic, syntactic, and pragmatic systems of language and the practical skills for reading instruction. Students will be prepared to plan instruction and to prepare effective materials for each pillar of literacy. Includes 10 hours of classroom observation.

EDU 526 - Diagnostic Reading Assessment (3)

A review of the instruments for the accurate assessment and preparation of intervention for the literacy needs of students in the classroom is included in this course. Emphasis is placed on the selection and application of the appropriate tools, programs, materials, strategies, and techniques available for classroom use. Consideration is given to students with special needs. (3 credits)

EDU 529 - Collaborative Team Approach (3)

This course will examine each of these roles played by educators, other professionals, and parents involved in the educational process for students with specific needs in the classroom. Emphasis will be placed on the skills to facilitate effective communication and collaboration among team members. (3 credits)

EDU 530 - Mathematics Instruction in the PreK-4 Classroom (3)

This course will equip students to effectively instruct PreK-4 learners in mathematical concepts, computation, and application. Students will understand a conceptual approach to the teaching of mathematics extending beyond the standard algorithm. Emphasis will be placed on the use of manipulatives, multiple paths to problem solving, and the use of technology tools in the instruction of mathematical skills. Includes 10 hours of classroom observation.

EDU 533 - Pedagogy for the Content Areas (3)

This course will equip students to teach science and social studies in the PreK-4 classroom. Students will review the academic standards for science and social studies and design instruction aligned to them. Instructional strategies and resources will be examined. Students will explore the teaching of concepts in each discipline through the lens of a biblical worldview.

EDU 540 - Curriculum Design (3)

This course will equip students to identify and analyze issues in curriculum design, management, and evaluation. Such issues may include academic standards, diversity, technology, testing and assessment, innovative programs, and state and federal legislation. Included are how professionals, particularly supervisors, curriculum developers, teacher leaders, and teachers, can address these issues to improve student learning. Students develop a biblical approach to critically assess the importance and significance of issues in order to manage curriculum effectively.

EDU 543 - Instructional Principles and Models (3)

This course will prepare students to ensure the implementation of the educational mission of a school by overseeing, equipping, and empowering teachers to provide meaningful learning experiences for learners. Specifically, students will apply research-based methods to the development of district-wide processes for instructional supervision, evaluation, and professional development, with the aim of improving student achievement. Attention will be given to models and functions of supervision, as well as the practice of data-informed decision-making, and the design, implementation, and evaluation of professional development.

EDU 545 - Using Data to Improve Learning (3)

This course will equip students to employ data-informed decision-making principles in a methodologically sound manner to bring about evidence-based improvement. Foundational to this process is building students' data literacy - their ability to understand, analyze, and act on data. Students will learn to critically evaluate research and its claims, specifically examining the appropriateness and strength of the research methods used and the interpretation of the data. Ultimately, this course will equip students to understand, analyze, and act on data to inform decisions made in the classroom, school, and school district.

EDU 550 - Socio-Cultural Perspectives on Education (3)

A socio-cultural perspective provides the lens through which students will look at education. A review of historical events and people will illuminate the state of schooling today. Various theories will aid in understanding the ramifications that education holds for the students, families, and all of society. (3 credits)

EDU 560 - Teacher's Life and Work (3)

This course will take a more theoretical and philosophical look at who teachers are and what teachers do. Personal reflection and development of action plans will allow the student to personalize the content to his/her experiences and goals. Students will examine teaching, learning and education through the lens of a biblical worldview. Students will develop confidence in who they are called to be as teachers. (3 credits)

EDU 570 - Apprenticeship I (3)

This culminating apprenticeship is the field placement component for the student. Sometimes called student teaching or practice teaching, this experience will take place over two semesters. A college assigned supervisor will provide frequent observations and check-ins with the student. Additionally, the student will participate in a seminar that meets on a regular basis for the purpose of professional development. The student must complete both Apprenticeship I and II at LBC over the course of an academic year. (3 credits)

Prerequisite: (SPE505).

EDU 580 - Apprenticeship II (6)

This culminating apprenticeship is the field placement component for the student. Sometimes called student teaching or practice teaching, this experience will take place over two semesters. A college assigned supervisor will provide frequent observations and check-ins with the student. Additionally, the student will participate in a seminar that meets on a regular basis for the purpose of professional development. The student must complete both Apprenticeship I and II at LBC over the course of an academic year. (For BS/MEd students: EDU 580 6 credits/ For MEd students: EDU 585 3 credits)

Prerequisite: (EDU570 AND SPE505).

EDU 585 - Apprenticeship II (3)

This culminating apprenticeship is the field placement component for the student. Sometimes called student teaching or practice teaching, this experience will take place over two semesters. A college assigned supervisor will provide frequent observations and check-ins with the student. Additionally, the student will participate in a seminar that meets on a regular basis for the purpose of professional development. The student must complete both Apprenticeship I and II at LBC over the course of an academic year. (For BS/MEd students: EDU 580 6 credits/ For MEd students: EDU 585 3 credits)

Prerequisite: (EDU570 AND SPE505).

EDU 590 - Pre-Student Teaching Field Experience (3)

This field experience (150 hours) is designed to provide the pre-student teacher with the opportunity to practice professional instructional and management skills in a classroom within the certification area. The student's performance will be reviewed by a classroom cooperating teacher and regular remote observations by a college supervisor. It is accompanied by an online seminar that includes a variety of experiences to prepare pre-service teachers for the transition from student to teacher. Opportunity will be given to develop job search materials, including a resume, cover letter, and electronic portfolio.

Prerequisite: Completion of all coursework.

EDU 591 - Student Teaching (6)

This course is the culminating field placement for students in the Early Childhood Education Post-Baccalaureate and MEd programs. This 16-week field experience takes place within the commonwealth of Pennsylvania. The details of this course are outlined in the Student Teaching Handbook. It includes a face-to-face seminar designed to complement the student teaching experience through additional activities and discussions. The student teacher is required to reflect on the classroom experiences through writing assignments in order to prepare for the professional levels of competency required of the first year teacher.

Prerequisite: Completion of all coursework.

EDU 598 - Seminar in Action Research (3)

This seminar course introduces students to the field of educational research, particularly action research. Best practices in research will be discussed as well as the ethical responsibilities. Students in the seminar course will design their action research project. (3 credits)

EDU 599 - Project in Action Research (3)

This seminar course entails the implementation of the action research project in coordination with their field placement supervisor. Students will then present their findings and complete an action research report for supervisor and peer review. (3 credits)

Prerequisite: (EDU598).

EDU 829 - Collaborative Team Approach (3)

This course will examine each of the roles played by educators, other professionals, and parents involved in the educational process for students with specific needs in the classroom. Emphasis will be placed on the skills to facilitate effective communication and collaboration among team members.

ESL - Education

ESL 500 - Culture and Communication (3)

Cultural bias and culture identity are among the topics to be explored in this course. Students will review the strategies for developing effective techniques for communication between home and school, eliminating cultural prejudices, stereotypes and integrating a multicultural perspective in schools. 3 credits.

ESL 515 - Language and Literacy Development for the English Learner (3)

Students will review theories of language and literacy development and how they are reflected in the education process. Methods, strategies, and current trends in literacy instruction will be examined according to the stages of literacy development. The course will apply language and literacy development characteristics to populations of English language learners. 3 credits

ESL 517 - Language Foundations for Teachers (3)

This course provides an introduction to language systems (phonology, morphology, syntax, pragmatics, and semantics) as they relate to practical English language teaching. Emphasis is given to the roles of pragmatics, grammar, and pronunciation in the development of communicative competence. Students explore these language systems through interactive methods designed to simulate teaching in a language classroom. 3 credits

ESL 520 - Instruction and Assessment for the English Learner (3)

This course will present methods of assessment and instruction for the English Learner with emphasis on developing literacy skills in reading, writing, speaking and listening. Various methods of instruction and assessment will be analyzed. Students will develop a philosophy of instruction and assessment for the culturally and linguistically diverse students. Through field experience, students will practice observation and instructional skills. 3 credits

ESL 590 - ESL Internship and Seminar (3)

ESL 610 - ESL Internship & Seminar (3)

This course is a supervised field experience of 40 hours in a setting appropriate for the student's program and career goals. Students will also participate in activities that promote reflective thought, action plans, and demonstration of dispositions, knowledge, and skills for the teacher in culturally and linguistically diverse classrooms. (3 credits)

GPC - Professional Counseling, Maryland

GPC 501 - Orientation to Professional Counseling Identity, Function & Ethics (3)

Orientation to the field of professional counseling requires a thorough understanding of professional identity and current professional issues related to counselor functioning in a variety of settings. This course introduces students to concepts regarding the professional functioning of licensed professional counselors including history, roles, professional organizations, standards, and credentialing. Current issues in the practice of counseling in a variety of professional settings and current labor market information relevant to opportunities for practice are explored with a focus on Clinical Mental Health Counseling. Students will be introduced to the core requirements, multicultural competencies, and spiritual/religious competencies necessary to become a counselor. Students are also introduced to program policies, graduate-level writing and APA style. Course Prerequisite(s) - None

GPC 505 - Research and Program Evaluation (3)

This course introduces research and program evaluation in the field of counseling. Emphasis is placed on gaining the knowledge necessary to evaluate and apply the conclusions of published research to advance the counseling profession. Students will be introduced to a variety of research strategies in order to assist in evaluating and incorporating relevant findings in counseling practice and program evaluation. To that end, basic knowledge of research methodology, research design, sampling, measurement, statistics, and ethical and multicultural issues for conducting research will be addressed. Course Prerequisite(s) - None

GPC 508 - Counseling Skills in Helping Relationships (3)

This course provides foundational skills education and training for helping relationships. The focus of the course is to engage students in developing and practicing basic counseling skills through demonstration, discussion, participation in skills practice, video captured role plays and individual and peer supervision. Attention will be given to relationship and rapport building, basic case conceptualization and goal and objective setting, setting session agenda and session planning. Analysis of counseling skills and abilities in relationship building will be assessed. Course Prerequisite(s) - None

GPC 510 - Human Growth and Development Across the Lifespan (3)

This course provides an overview of contemporary theoretical perspectives regarding the nature of developmental needs and tasks from infancy through late adulthood, the influences of development on mental health and dysfunction and the promotion of healthy development across the human lifespan. The special tasks, challenges, and concerns for age-stage related issues will be evaluated and discussed while emphasizing the physical, mental, emotional, intellectual and spiritual growth of the individual. Course Prerequisite(s) - GPC 501, GPC 508, GPC 530, and GPC 583

Prerequisite: (GPC501 OR GPC501N OR GPC508 OR GPC508N OR GPC530 OR GPC530N OR GPC583 OR GPC583N).

GPC 514 - Psychopharmacology (3)

This course will consider the manner in which the human body intakes, absorbs, and excretes substances known as street drugs, prescription medications, and common dietary substances which impact the psychological balance of the individual. The impact of medication or street drugs upon physical and psychological well-being of the counselee and how it factors into treatment will also be considered. 3 credits.

GPC 515 - Counseling Theory and Techniques (3)

This course presents an overview of major counseling theories and the techniques and practices associated with those theories. Student experiences shall include an examination of the historical development of affective, behavioral, and cognitive theories, and the application of theoretical material to case studies. Students will be exposed to models of counseling that are consistent with current professional research and practice in the field and begin to develop their own theoretical approach to clinical mental health counseling. Course Prerequisite(s) - GPC 501, GPC 508, GPC 530, and GPC 583

Prerequisite: (GPC501 OR GPC501N OR GPC530 OR GPC530N OR GPC508 OR GPC508N OR GPC583 OR GPC583N).

GPC 517 - Biopsychology (3)

This course provides students with a clinically oriented understanding of the biological bases of behavior. Beginning with an accessible geography of the nervous system, students will learn how brain structures, systems, and functions inform human action. Topics covered include the philosophical and theoretical underpinnings of neuroscience, brain organization, neurons, neurotransmitters, the central nervous system, the peripheral nervous system, the limbic system, psychological disorders, and psychopharmacology. Clinical integration is explored through the application of major theoretical approaches to anxiety, depression, stress, and addiction. Course Prerequisite(s) - GPC 501, 508, 530, and 583 or Advisor approval

Prerequisite: (GPC501 OR GPC508 OR GPC508N OR GPC530 OR GPC530N OR GPC501N OR GPC583 OR GPC583N).

GPC 525 - Assessment Techniques in Counseling (3)

Assessment Techniques in Counseling introduces students to the appraisal, assessment, and testing of individuals in a multicultural society. This course develops competencies in selecting, administering, and interpreting measures of intelligence, aptitude, achievement, interest, personality and spirituality/religiosity for children, adolescents, and/or adults. Comprehension and application of basic concepts of standardized and non-standardized testing and other assessment techniques, including norm-referenced and criterion-referenced assessment, environmental assessment, performance assessment, inventory methods, psychological testing, and behavioral observations are examined. Social and cultural factors related to specific populations are discussed. Course Prerequisite(s) - GPC 501, 508, 530, 583, and 505

Prerequisite: (GPC501 OR GPC501N OR GPC508 OR GPC508N OR GPC530 OR GPC530N OR GPC505 OR GPC583 OR GPC583N).

GPC 530 - Professional Ethics and Legal Issues in Counseling (3)

This course is designed to provide an overview of the ethical and legal practices in the field of counseling, with a specific focus upon the professional issues of practice including practice specializations. The Codes of Ethics of national and professional counseling organizations will be reviewed. An overview of the state/local statutes that govern the practice of counseling will also be provided. A study of ethical principles as they apply to situations of counseling will be conducted by means of investigating the standards and their dimensions of application through case study. Students will be expected to grow in their level of judgment for decision-making in the context of ethical dilemmas and challenges. Course Prerequisite(s) - None

GPC 531 - Psychopathology & Counseling (3)

This course introduces the major psychiatric diagnoses included in the current Diagnostic and Statistical Manual of Mental Disorders (DSM) with an overview of the principles of etiology, diagnosis, treatment planning and prevention of mental and emotional disorders and dysfunctional behavior. This also includes professional identification, ethical and legal issues, mental health disparities and the contribution of race/ethnicity, gender, and religion to misdiagnosis. Through the use of case studies and role plays students will develop skills in gathering relevant information to diagnose mental disorders. Course Prerequisite(s) - GPC 501, 508, 530, and 583

Prerequisite: (GPC501 OR GPC501N OR GPC508 OR GPC508N OR GPC530 OR GPC530N OR GPC583 OR GPC583N).

GPC 541 - Group Counseling Leadership Skills (3)

This is a clinical course designed to give students a didactic and experiential introduction to theory, practice, and treatment in group counseling. The course will cover the theoretical foundations of group counseling and group work, contemporary theories, and group counseling leadership skills including group selection, group formation, group interventions, and group evaluation. Course Prerequisite(s) - GPC 508 and GPC 515

Prerequisite: (GPC508 OR GPC508N OR GPC515 OR GPC515N).

GPC 545 - Marriage & Family Counseling (3)

This course offers an in-depth analysis of marriage and family relationships. The emphasis is on understanding family and other systems theories, the structure and function of marriage, stages of family development, and models of family and systemic interventions. Considerations from a historical perspective are presented along with current developments within marriage and family systemic models. Course Prerequisite(s) - GPC 508, GPC 515

Prerequisite: (GPC508 OR GPC508N OR GPC515 OR GPC515N).

GPC 555 - Advanced Techniques of Counseling (3)

This course is an in-depth exploration of the Cognitive-Behavioral approach to the treatment of mental and emotional disorders. Through a combination of didactic and experiential elements that will include lectures, discussions, student presentations, and small group work students will apply the Cognitive-Behavioral approach to the etiology, assessment, and treatment of individuals with maladaptive behaviors and/or psychological disorders. Theory, interventions, and research in Cognitive-Behavioral treatments will be explored at length. Topics include cognitive-behavioral therapy for mood and personality disorders, integrating research into practice, and utilizing outcome measures to assess effectiveness. Course Prerequisite(s) - GPC 515, GPC 517, GPC 531

Prerequisite: (GPC515 OR GPC515N OR GPC517 OR GPC531 OR GPC531N).

GPC 565 - Clinical Mental Health Counseling (3)

GPC 572 - Counseling Addictions (3)

Students in this course are introduced to the concept of addiction, its effects on individuals, families communities, and current treatment approaches and modalities. Theories and etiology of addiction and addictive behavior and the neurobiological and medical foundation and etiology of addiction and co-occurring disorders provide a foundation for navigating this complex problem. Both substance use and process addictions will be explored. Major theoretical approaches to treatment will be reviewed with an emphasis on applying Motivational Interviewing techniques. The latest research on addiction will be integrated to understand relevant cultural factors, the empirically supported role of wellness and spirituality in the addiction recovery process, and opportunities for prevention. Course Prerequisite(s) - GPC 515, GPC 517, GPC 531

Prerequisite: (GPC515 OR GPC515N OR GPC517 OR GPC531 OR GPC531N).

GPC 577 - Christianity, Culture & Counseling (3)

This course prepares advanced students to serve Christian clients across doctrinal and denominational lines. Students will examine similarities and differences among prominent Christian denominations and explore the impact of those beliefs on psychosocial functioning. Perspectives on the body, cognition, emotion, volition, sin, orthodoxy, supernatural systems, and gender will be emphasized along with the influence of ethnic worldview. Applied Christian Integration will be examined through the lens of diversity within the Body of Christ. Culturally competent approaches to mental health advocacy in Christian faith communities will be engaged. Course Prerequisite(s) - GPC 515, GPC 583

Prerequisite: (GPC515 OR GPC515N OR GPC583 OR GPC583N).

GPC 583 - Multicultural Foundations of Counseling (3)

This social and cultural diversity course is focused on preparing students to practice competent multicultural counseling. Issues such as race, ethnicity, gender, age, spirituality and religion, psycho-sexual orientation, mental and physical characteristics, and social and cultural norms are examined as they relate to the overarching context of relationships and human development. The influences of culture, subculture, and socioeconomic status on the counseling relationship are explored. Theories of multicultural counseling, identity development, pluralistic trends, and systems-oriented intervention strategies (couple, family, group, and community) are considered. Counselor cultural self-awareness and the role of counseling in eliminating biases, prejudice, oppression, and discrimination are emphasized. Course Prerequisite(s) - None

GPC 585 - Trauma-Informed Counseling (3)

Trauma results from an event, series of events, or set of circumstances experienced by an individual as physically or emotionally harmful or life-threatening. Lasting adverse effects undermine mental, physical, social, emotional, and spiritual well-being. This course explores the effects of crisis, disasters, and trauma on diverse individuals across the lifespan, and the impact of crisis and trauma on individuals with mental health diagnoses. Crisis intervention and community-based strategies are reviewed. Students then delve into the concept of trauma-informed care. A trauma-informed approach to counseling frames many problem behaviors as understandable attempts to cope with traumatic experiences and aims to avoid re-victimizing the client by maximizing the survivor's choices and control over the healing process. Course Prerequisite(s) - GPC 515, GPC 517, GPC 531

Prerequisite: (GPC515 OR GPC515N OR GPC517 OR GPC531 OR GPC531N).

GPC 588 - Career and Lifestyle Development (3)

This course provides an overview of career development and counseling including the study of factors influencing career development, contemporary theories of career decision-making, career assessment and group and individual career counseling techniques. Life-long processes that influence work values, occupational choice, the creation of career patterns, career identity, and patterns of work adjustment will be explored against the backdrop of current research. Course Prerequisite(s) - GPC 501, 530, 583, 508

Prerequisite: (GPC501 OR GPC501N OR GPC530 OR GPC530N OR GPC583 OR GPC583N OR GPC508 OR GPC508N).

GPC 601 - Counseling Practicum (3)

As the first entry-level professional practice course, practicum provides a supervised clinical experience through which students: apply theory to practice; solidify basic counseling skills, and become familiar with professional activities and resources. Observation of experienced counselors, audio/video recordings, individual supervision, and peer feedback support learning as students work with clients from their community. A supervised seminar, emphasizing the integration of professional knowledge and development of self-awareness, underpins this field-based experience. The Practicum field-based experience totals 100 clock hours over a full academic term (including at least 40 clock hours of direct service). A grade of B or higher is required to complete this course and advance to Internship. Course Prerequisite(s) - 1st and 2nd Tier Courses, Candidacy status, GPA > 3.0, and Advisor approval

Prerequisite: (GPC501 OR GPC501N OR GPC505 OR GPC508 OR GPC508N OR GPC510 OR GPC510N OR GPC515 OR GPC515N OR GPC525 OR GPC525N OR GPC530 OR GPC530N OR GPC531N OR GPC541 OR GPC541N).

GPC 601C - Counseling Practicum I Continuation (0)**GPC 602 - Counseling Internship I (3)**

As the second entry-level professional practice course, Internship I is a supervised clinical experience, relevant to Clinical Mental Health Counseling, through which students continue to: apply theory to practice; move toward mastery of counseling skills; gain confidence with professional activities and resources. Supervised clinical work, audio/video recordings, individual supervision, and peer feedback support learning as students work with clients from their community. A supervised seminar, emphasizing the integration of professional knowledge and development of self-awareness, underpins this field-based experience. The Internship field-based experience totals 600 clock hours (including at least 240 clock hours of direct service) over two semesters. A maximum of 400 hours may be credited during this course. A grade of B or higher is required to complete this course. Course Prerequisite(s) - GPC 601, GPA > 3.0, and Advisor approval

Prerequisite: (GPC601 OR GPC601N).

GPC 602C - Counseling Internship Continuation (0)

Prerequisite: (GPC602 OR GPC602N).

GPC 603 - Counseling Internship II (3)

As the last of three entry-level professional practice courses, Internship II continues to provide a supervised clinical experience, relevant to Clinical Mental Health Counseling, through which students continue to: apply theory to practice; move toward mastery of counseling skills; gain confidence with professional activities and resources. Supervised clinical work, audio/video recordings, individual supervision, and peer feedback support learning as students work with clients from their community. A supervised seminar, emphasizing the integration of professional knowledge and development of self-awareness, underpins this field-based experience. The Internship field-based experience totals 600 clock hours (including at least 240 clock hours of direct service) over two semesters. A maximum of 400 hours may be credited during this course. A grade of B or higher is required to complete this course. Course Prerequisite(s) - GPC 602, GPA > 3.0, and Advisor approval

Prerequisite: (GPC601 OR GPC601N OR GPC602 OR GPC602N).

GPC 603C - Counseling Internship II Continuation (0)

GWW-Graduation Writing Workshop

GWW 500 - Introduction to Graduate Writing (0)

Students are introduced to the habits and conventions of academic writing at the graduate level, enabling them to be successful writers in their graduate courses. Through active engagement in the research and writing process, with targeted, individualized support, students will demonstrate improvement in the following areas: grammar, diction, awareness of audience, organization, topic development, scholarly research, documentation, and revision. This course will be taken in conjunction with at least one other graduate level course and will support the required writing in that course. Students who do not pass GWW 500 with a grade of at least 80% will be re-enrolled in the course the following sub-term and will be required to meet weekly with an Ally Center writing specialist. (0 credits)

Prerequisite: Appropriate placement results.

HPE Health & Physical Education

HPE 500 - Administration, Ethics, and the Law in Health, Physical Education and Sport (3)

This course examines current legal and ethical issues in the administration of health, physical education, and sport. Consideration will be given to topics of administration of a health and physical education program, curriculum design, foundations of health and physical education, planning for quality instruction for all learners and ethical practices in managing programs. A variety of legal situations will be discussed to help maintain a safe and inclusive environment.

HPE 510 - Technology in Health, Physical Education, and Sport (3)

This course is designed to explore new and emerging technology in education and sport. A variety of media and technology will be explored that can be used in the health, physical education and sport settings for instruction, assessment, student engagement, motivation, productivity. The course will also explore assistive devices to accommodate student needs.

HPE 520 - Adapting and Assessing Student Learning for Diverse Populations in HPE (3)

Students will discuss the legal, historical, and theological perspective surrounding the concept of disability. Students will be challenged to see all people as uniquely and divinely created on purpose for a purpose. All types of disabilities will be discussed along with the best practices for adapting activities, the environment and equipment for diverse learners. This course will include 10 hours of observation in an adapted physical education or sport environment.

HPE 525 - Diverse Attributes of Learners in Physical Education and Sport I (3)

This course is designed to explore the characteristics and inclusive practices for students with low incidence disabilities. These include hearing, visual, and physical impairments as well as traumatic brain injuries and multiple disabilities. The effect of these impairments on motor development will be explored. The importance of acceptance, value, belonging, and self-esteem will be discussed. Strategies will be explored to design learning environments to meet the needs of these learners.

HPE 530 - Current Topics in Health Education, Physical Education, and Sport (3)

This course explores global and community personal health and fitness issues and current trends in physical education. Current health concepts and critical issues will be examined through a biblical worldview. The course will also prepare students to use technology to instruct and assess health, physical education, and fitness topics.

HPE 540 - Advanced Methods and Motor Learning in Elementary Physical Education (3)

The purpose of this course is to develop the skills and knowledge necessary to effectively design, execute, and evaluate, elementary physical education while meeting PA and SHAPE

America standards. Additionally, the course provides an overview of the various types of supervision skills one needs to assess elementary student learning. This course will include 10 hours of observation in an elementary physical education classroom.

HPE 550 - Advanced Methods in Secondary Physical Education (3)

The purpose of this course is to develop the skills and knowledge necessary to effectively design, execute, and evaluate, secondary physical education while meeting PA and SHAPE America standards. Additionally, the course provides an overview of the various types of supervision skills one needs to assess secondary student learning. This course will include 10 hours of observation in a secondary physical education school.

HPE 555 - Diverse Attributes of Learners in Physical Education and Sport II (3)

This course is designed to explore the characteristics and inclusive practices for students with high incidence disabilities that require significant supports. High incidence disabilities include autism, communication, emotional, behavioral, intellectual, learning, physical and sensory, speech and language. The importance of acceptance, value, belonging and self-esteem will be discussed. Strategies will be explored to design learning environments to meet the needs of these learners.

HPE 560 - Advanced Methods in Health (3)

The purpose of this course is to develop the skills and knowledge necessary to effectively design, execute and evaluate health education while meeting National Health Education Standards (NHES). Applicable methods for both elementary and secondary students will be analyzed. Current health topics will be examined and discussed from a biblical worldview. This course will include 10 hours of observation in a health classroom.

HPE 565 - Supervision, Evaluation and Development of Students and Teachers (3)

The purpose of this course is twofold. The first is to present methods, theories, and best practices related to supervision, evaluation, and development of students and teachers. The second is to identify strategies to effectively supervise, evaluate, and mentor both students and professionals in the field.

HPE 570 - Instruction and Assessment for the English Learner (3)

This course will present methods of assessment and instruction for the English Learner with emphasis on developing literacy skills in reading, writing, speaking, and listening. Various methods of instruction and assessment will be analyzed. Students will develop a philosophy of instruction and assessment for the culturally and linguistically diverse students. Through field experience, students will practice observation and instructional skills.

HPE 580 - Collaborative Partnerships (3)

This course is designed to explore the collaborative partnerships between students, parents, other professionals in the field, the school, and the community. Competencies related to consultation and collaboration will be presented. Principles of professionalism, ethics and sensitivity will be discussed. Students will learn how to organize and facilitate meetings.

HPE 598 - Pre-Student Teaching Field Experience (3)

This field experience (150 hours) is designed to provide the pre-student teacher with the opportunity to practice professional instructional and management skills in a classroom within the certification area. The student's performance will be reviewed by a classroom cooperating teacher and regular remote observations by a college supervisor. It is accompanied by an online seminar that includes a variety of experiences to prepare pre-service teachers for the transition from student to teacher. Opportunity will be given to develop job search materials, including a resume, cover letter, and electronic portfolio.

Prerequisite: Completion of all prior coursework and any required courses identified at the time of acceptance.

HPE 599 - Student Teaching (6)

This course is the culminating field placement for students in Health and Physical Education Post-Baccalaureate to MED program. This 16-week field experience takes place within a 40-mile radius of the Lancaster Campus. The details of this course are outlined in the Student Teaching Handbook. It includes a face-to-face seminar designed to complement the student teaching experience through additional activities and discussions. The student teacher is required to reflect on the classroom experiences through writing assignments to prepare for the professional levels of competency required of the first-year teacher.

Prerequisite: Completion of all coursework and any additional deficiencies identified during the admissions process.

HPE 660 - Apprenticeship I (3)

This course is designed to be the first part of a culminating experience for students who are in the MED in HPE program who do not need PA Level I Certification and have selected the adapted track and non-thesis option. The total field experience (Apprenticeship I&II) will span two semesters. In Apprenticeship I, the student will volunteer 75 hours at a local school, camp setting, church or community sport and recreation program near their home working with people impacted with disabilities. The student is responsible to find their own placement and submit their plan for approval. The student will work with a college assigned supervisor over the course of the placement. This course has a required weekly synchronous seminar intended to prepare the student to grow as a professional in the field. (3 credits)

HPE 670 - Apprenticeship II (3)

This course is designed to be the second part of a culminating experience for students who are in the MED in HPE program who do not need PA Level I Certification and have selected the adapted track and non-thesis option. The total field experience (Apprenticeship I & II) will span two semesters. In Apprenticeship I, the student will volunteer 75 hours at a local school, camp setting, church or community sport and recreation program near their home working with people impacted with disabilities. The student is responsible to find their own placement and submit their plan for approval. The student will work with a college assigned supervisor over the course of the placement. This course has a required weekly synchronous seminar intended to prepare the student to grow as a professional in the field. (3 credits)

Prerequisite: Pre-requisite: HPE 585 Apprenticeship I.

HPE 680 - Research Design (3)

This seminar course introduces students to the field of health, physical education, and sport related research. Students will be exploring a variety of methodologies used in collecting and interpreting data. Best practices in research will be discussed as well as ethical responsibilities. Students in the seminar course will design their research thesis or project. 3 credits.

HPE 690 - Research Thesis or Project (3)

This seminar course involves the implementation of the research thesis or project in coordination with a Field Supervisor. Students will then present their findings and complete a research paper or report for supervisor and peer review. 3 credits.

Prerequisite: Pre-requisite: HPE 590 Research in Health and Physical Education and Sport.

LSP - Leadership Studies

LSP 501 - Leadership Theory & Practice (3)

An introduction to and comprehensive understanding of leadership theory, research, and practice from an interdisciplinary perspective. Lectures, small group assignments, case studies, and experiential exercises are utilized. 3 credits.

LSP 502 - Development of Organizational Leadership (3)

A comparison and contrast of current leadership procedures with the Biblical concept of leadership including the character and skills necessary for a servant-leader. Emphasis is placed on group dynamics, supervision, and development of other leaders. 3 credits.

LSP 503 - Psychology of Leadership (3)

An analysis of leadership psychologies through a review of historical and contemporary leaders, leadership literature, and prevailing psychological theories. The course utilizes lecture, handouts, and guided discussions on selected topics, simulated skill building exercises, written assignments, and films.

LSP 504 - Change, Power, & Conflict Management (3)

A consideration of Biblical management methods necessary for effecting change, utilizing power, and resolving conflict. 3 credits.

LSP 505 - The Leader as Communicator (3)

This course provides an examination of the models and patterns of effective communication for varying leadership contexts. Communication approaches and processes for organization-wide, board, committee, team, and individual settings are considered. 3 credits.

LSP 507 - The Sociology of Leadership (3)

An examination of the research and theories about exercise of leadership in contemporary social organizations, including social change. An examination of the social nature and structure of churches and nonprofit organizations will also be examined. 3 credits.

LSP 509 - Leadership Style Analysis (3)

A comparison and contrast of current leadership styles, the identification of the student's personal leadership style, and effectiveness with various groups of men, women, children, and youth. 3 credits.

LSP 510 - The Leader's Life & Work (3)

This course examines the pivotal issues that leaders face as they try to balance personal lives with public lives, and personal convictions and values with the demands of their position. Included in this study are topics such as the leader's call and competencies, life-long learning habits, critical values and choices, and common stumbling blocks to leadership. 3 credits.

LSP 511 - Leadership Foundations & Practives (3)

This course will evaluate major leadership theories and models through a biblical worldview. Theories and models are considered as they are applied to real-life situations. The course will lead students to identify personalized leadership approaches and create individualized plans to adapt the skills necessary to fulfill the leadership roles that God is preparing for them

LSP 512 - Essentials of Organizational Management (3)

This course analyzes the essentials of organizational management within Christian ministries. By exploring five essentials of management: planning, organizing, staffing, directing, and evaluating, necessary principles for effective and efficient organizational management are established. A theological framework for administration is developed by applying a biblical worldview to management responsibilities within specific leadership contexts. Throughout the course, theoretical concepts of organizations and management processes are evaluated.

LSP 513 - Formational Leadership Practices (3)

This course explores the emotional and spiritual practices necessary for leading from a position of internal awareness. Students will integrate principles of neuroscience and practical leadership skills to transform thinking patterns. In addition, students will examine the challenges and dangers of unhealthy leadership. Throughout the course, students will evaluate their spiritual habits and leadership practices while developing sustainable methods that foster spiritual growth and authenticity while leading.

Prerequisite: None.

LSP 515 - Current Issues in Leadership (3)

An exploration of the Biblical foundations for leadership studies and an analysis of current issues in the light of Biblical truth. 3 credits.

LSP 580 - Leadership Seminar (3)

A seminar in leadership style, process, and implementation with a focus on developing biblical qualities, designing team ministry, and solving common problems in Christian leadership. 3 credits.

LSP 590 - Independent Study (3)

This independent study course is for those occasions when a student may have an interest in an area of study related to his/her ministry that is not covered by the curriculum. Please contact your advisor or the ILEAD Services Office for additional information. 3 credits.

LSP 901 - Empirical Research I: Critical Inquiry and Research Design (4)

This course explores critical thinking and reflection processes and then applies those concepts to research evaluation and interpretation. Students develop the knowledge, skills, and disposition for critical inquiry and research development, preparation, analysis, interpretation, and evaluation.

LSP 902 - Biblical and Theological Foundations of Leadership (4)

This course examines biblical and theological themes that directly impact leadership practice. This course builds a theological and ethical foundation for the practice of leadership. Students learn to think theologically about theories, issues, and concepts drawn from the disciplines of leadership, education, and the social sciences. A framework for integrative thinking is developed.

LSP 903 - Character and Ethics in Leadership (4)

This course is an examination of the qualities of a biblical servant leader, essential character qualities for effective leadership, and principles for ethical decision-making. This course provides a study of the inherent complex of attributes that determine a person's moral and ethical actions and reactions. Ethical dilemmas will be considered in case study format to aid students in applying ethics to management and leadership decisions.

LSP 904 - Personality and Developmental Theory (4)

This course provides a review of major personality and developmental theories and their potential application to leadership, education and discipleship. Course content includes an analysis of each theory's worldview assumptions, scientific worthiness and potential contribution to leadership and instruction.

LSP 905 - Teaching & Learning: Theory and Practice (4)

This course is an examination of major theories of learning and their application to teaching methodology and curriculum design. The course provides an understanding of the role of teaching and learning in the process of leadership practice and leader development. Additionally, this course prepares students for teaching in a Christian higher education context.

LSP 906 - Leadership and Management Theory (4)

This course provides a critical examination of historic and contemporary leadership theories, principles and practices in the light of biblically-based models and criteria for leadership and management. This course also includes an analysis of each theory's worldview assumptions, scientific worthiness and potential contribution to leadership and organizational development.

LSP 907 - Team Dynamics (4)

This course is a study of group theory and team processes and their application to organizational leadership. Team dynamics, team development and the role of the team leader are examined.

LSP 908 - Empirical Research II: Research Problem and Literature Review (4)

This is the second course in a series of three research methods seminars designed to develop research proficiency necessary for the development and implementation of the research prospectus. In this seminar, students will gain an understanding of the research process including the identification of a research problem, the development of a literature review, and the design of research study. Students produce three dissertation profiles with view to the development of a research Prospectus and a literature review.

LSP 909 - Organizational Theory and Development (4)

This course provides a review of theoretical approaches to management and the development of organizations. It includes an analysis of each theory's worldview assumptions, scientific worthiness and potential contribution to leadership and organizational development. Students gain skills in the analysis of organizational culture, communication processes, and staff training.

LSP 910 - Empirical Research III: Prospectus and Instrument Development (4)

This course is the final in a three course series designed to develop the research proficiency necessary for the development and implementation of the research prospectus. It provides an overview of survey research and research instrument design. It covers the process of questionnaire design, providing students with an opportunity to create and revise their own questionnaire and critique instruments used in educational and leadership research.

LSP 911 - Change, Power, and Conflict (4)

This course provides an analysis of the change process, the role of power and authority, and the process of conflict management and resolution.

LSP 912 - Comprehensive Exams (0)

Comprehensive examinations involve a series of individualized research questions incorporating and expanding upon the findings of doctoral course work. Doctoral students must complete the comprehensive examinations successfully before the prospectus can be approved and dissertation data gathering can begin.

LSP 912C - Comprehensive Exams Continuation (0)

LSP 913 - Prospectus: Chapters 1-3 (4)

After completing comprehensive exams (one of which is dissertation related), the student develops a Prospectus that will present the student's research questions and strategy. The student's Dissertation Committee supervises the Dissertation writing process including the writing of the Prospectus. The student defends the Prospectus in an open hearing. The student cannot begin dissertation research until the Dissertation Committee accepts the Prospectus.

LSP 913C - Prospectus Continuation (0)

LSP 914 - Dissertation (12)

The student implements the research design submitted and approved in LSP913 Prospectus Defense: Chapters 1-3. Data are collected and dissertation conclusions developed. The student writes and defends the final dissertation product. The process of writing the Dissertation is not a sudden enterprise, but a progressive investigation of a line of empirical inquiry begun in the research seminars. Students first encounter the empirical research model in the first term during the Critical Inquiry and Research Design course. Through seminar course work, students continue to identify potential research questions. In the Empirical Research seminars, the student receives formal training in research methodologies. As the student progresses through the sequence of required seminars, each student will develop their study of the literature base related to their intended dissertation topic. In the final Empirical Research seminar, students gain skills in instrument design, data collection, and the selection of statistical techniques. Based on these seminars, the student completes the "Prospectus" described above. Once approved, the student embarks on the dissertation research and writing task.

LSP 914C - Dissertation Extension (0)

MFL - Formational Leadership

MFL 501 - Self-Care for the 21st Century Leader (3)

This course examines the pivotal issues leaders face as they lead out of who they are. The course teaches personal assessment so as to address issues of family-of-origin, personal identity, and character. Additionally, this course teaches the development of practices and rhythms to sustain leaders for effective leadership in a digital and global society. 3 credits.

MFL 502 - Integrative Theology (3)

This course studies and applies the integration of theology into leadership practices. The broad theological themes of creation, fall, redemption, and restoration will be examined, as well as doctrines of the Trinity, Jesus Christ and the Holy Spirit, and narrative theology. Once evaluated, students will inculcate theological concepts into life and ministry praxis. 3 credits.

MFL 503 - Emotional Intelligence & Digital Age Communication (3)

This course studies the concept of thinking globally yet living locally while serving neighbors in the digital age. The course provides an understanding of emotional intelligence as it relates to effective communication in the digital age. Concepts related to perceiving emotions, understanding emotions, regulating emotions, and utilizing emotions will be explored, as well as digital natives, social avatars, and digital communication praxis. 3 credits.

MFL 504 - Restoration & Reconciliation (3)

This course is an examination of the biblical themes of restoration and reconciliation. Particular attention will be given to the ministry of reconciliation, the interplay of grace, discipleship, and restoration, and the wisdom of counseling in the process of reconciliation and restoration. 3 credits.

MFL 505 - Leadership as Influence (3)

This course explores the essentials of leadership. Beginning with theories of leadership and theories of power dynamics, the course will provide a framework for leaders as authentic influencers that cultivate disciples and craft spiritually-formed ministry leaders for an interconnected world. The course will examine the people skills and the development of resilience and grit needed to be a successful leader. 3 credits.

MFL 506 - Global Community Formation (3)

This course is an intentionally cross-cultural experience to give students tangible, real-life examples of contextualization. The course will explore a theology of culture, community formation, and provide students an opportunity to serve their neighbors in the global village. 3 credits.

MFL 507 - Theology of Organization (3)

This course provides a review of the theological foundations for teams, community and organizations. Concepts such as organizational culture, conflict management, followership and servant leadership will be addressed. 3 credits.

MFL 508 - Shaping Resilient Teams (3)

This course explores the process of shaping resilient teams for innovation and creativity in a digital, global society. The course teaches leaders how to redeem the arts and technology to unleash the potential of their people through team building. 3 credits.

MFL 509 - Communication as Story (3)

This course is an examination of the role of storytelling in leadership and effective communication. The course prepares students to exegete culture and build stories to capture imaginations and garner influence. Issues related to relational intelligence will also be addressed. 3 credits.

MFL 510 - Seasons of the Soul in Leadership (3)

This course is an examination of major spiritual formation theories from the Bible and church history. Leadership principles such as lifelong learning, finishing well, raising up successors, and leadership multiplication will be explored. 3 credits.

MIN - Church & Ministry Leadership

MIN 504 - Communicating Biblical Truth (3)

A survey of theory and practice in contemporary communication, useful in the communicating of the Bible and theology in contexts of teaching, preaching, counseling, and leadership. Consideration is given to hermeneutical principles, speech organization, and methodologies. 3 credits.

MIN 505 - Theological Foundations for Ministry (3)

This course will be structured into a seminar format where broad theological themes in creation, fall, redemption, the Church, doctrines of Jesus Christ and the Holy Spirit, and Biblical theology will be discussed. The goal is to integrate how theological perspectives should influence the design and practice of ministry. 3 credits.

MIN 506 - Leadership Foundations for Ministry (3)

This foundational course is an introduction to leadership theory and practice, including a study of biblical principles for leadership and management. Content includes a concentration on the basic skills essential for effective and efficient leadership performance. Included in leadership skills development and topics such as: rapid reading, listening, writing, speaking, chairing meetings, conducting behavior based hiring interviews, and the evaluation of each student's leadership knowledge and experience, culminating in the creation of a personal, biblical leadership profile. 3 credits.

MIN 507 - Leadership Development & Team Building (3)

This course is a study of principles necessary to recruit, equip, maintain, and motivate people in spiritual leadership and development in organizations in a team setting. Included in the content will be leadership inventories, biblical models of equipping, recruiting, various models of equipping venues for leadership development, and a focus on team building in your church or organization. 3 credits.

MIN 508 - Organizational Change & Conflict (3)

This course will focus on the four primary factors that impact change in local churches and business organizations. Additional focal points will include basic organizational change theory and the leadership dynamics needed to reduce conflict, and decrease organizational dysfunction. 3 credits.

MIN 509 - Spiritual Formation & Discipleship (3)

This course is designed to provide practitioners with skill sets necessary for the practice of personal spiritual formation. Historical and contemporary spiritual formation models will be evaluated and then implemented into care models for use with the modern day servant. Disciplines, such as prayer, silence solitude, Sabbath and rest, will be studied and implemented into personal soul care routines. 3 credits.

MIN 510 - The Leader's Life & Work (3)

This course examines the pivotal issues that leaders face as they try to balance personal lives with public lives, and personal convictions and values with the demands of their position. Included in this study are topics such as the leader's call and competencies, life-long learning habits, critical values and choices, and common stumbling blocks to leadership. 3 credits.

MIN 511 - The Church in God's Mission (3)

This course provides students with an understanding of God's redemptive mission and examines implications for Christian life and ministry. It explores the unfolding mission of God through the narrative flow of Scripture, church history, and the movement of global missions (or 'the modern missions movement'). Students will also have the opportunity to apply their understanding of God's mission to the mission and activities of a local ministry. Throughout the course, students will be challenged to examine their own vocation through the lens of God's redemptive mission. 3 credits.

MIN 512 - Personal Spiritual Formation (3)

This course is a theological and experiential exploration of various factors related to personal spiritual formation. Students will consider the impact of individual and family history on spiritual development and perspective. Students will be introduced to historic disciplines and practices of the Christian faith as they incorporate intentional habits and rhythms for their spiritual growth and character development. Students will examine the unique spiritual challenges and dangers faced by ministry leaders and develop practices of sustainable ministry leadership (3 credits).

MIN 513 - Historical Perspectives on Church & Culture (3)

This course will provide an overview of the history of Christianity from the patristic era to the modern day with a focus on how Christians addressed challenging issues, such as slavery, sexuality, war, and gender. The course will explore the ways that global Christians have negotiated their faith at various times in different circumstances and ways in which Christians have developed orthodoxy, orthopathy, and orthopraxy. This course will foster a historically informed perspective on students' approaches to addressing contemporary issues facing the Church.

Prerequisite: None.

MIN 514 - Contemporary Issues in Church & Culture (3)

This course examines the relationship between the church and contemporary culture and how ministry leaders lead their communities through current social issues. Particular attention is given to how leaders form, communicate, and implement their response to contemporary issues facing their communities. The church's witness and service to its surrounding community are presented as part of its essential nature and mission. Biblical, theological, and ethical foundations are synthesized into a coherent strategic response by which the minister effectively leads.

Prerequisite: APO 555 and MIN 513.

MIN 522 - Power, Change, and Conflict (3)

This course explores the concepts of power, change, and conflict from both a theoretical and practical perspective. Students will develop an understanding of the positive... 3 credits.

MIN 523 - Leading Evangelism and Discipleship (3)

This course prepares students in the practical theologies of evangelism and discipleship as Biblical callings both as individuals and as those leading the church in these practices. The Biblical mandate for these practices forms the core of this course which prepares students to grow and lead effectively in these areas. Practical models of evangelism and discipleship are presented with the goal of students building their abilities to contextualize their sharing of the Gospel for their particular settings and lead discipleship in these contexts as the natural outflow of the Gospel's reception.

MIN 524 - Principles and Practices of Christian Care (3)

This praxis-oriented course will introduce students to the theology, values, and skills needed to effectively provide Christian caregiving. Topics will include an overview of concepts and practices of caregiving ministry for individuals, families, and groups. The value of a biblical foundation, behavioral science, and caregiving methods, techniques, and practices will be considered. Students will learn how to train others to provide care and make appropriate referrals as needed. The course includes an opportunity for students to lead an authentic caregiving experience with professorial oversight and direction. 3 credits.

MIN 550 - Ministry Finance and Management (3)

This course evaluates the financial aspects and administration functions in the church, para-church ministries, and other religious organizations. Students develop a biblical understanding of stewardship for analyzing an organization's current and future financial health. In addition, students will assess the practical application of essential financial management relative to financial reporting and controls, human resources, fundraising, and organizational leadership. Throughout the course, students will create a strategic plan for biblical stewardship within their ministry context.

MIN 590 - Ministry Internship (3)

This course is an in-service practicum for the purpose of providing the student with direct ministry experience in an area not previously experienced. The internship will be under a qualified para-church or local church supervisor who has the appropriate ministry and academic credentials. In addition, the student's advisor will also be a part of this learning enterprise by approving the Internship Supervisor and collaboration with both the student and supervisor through out the internship. The internship may begin in any academic term, but will not exceed six months in duration. 3 credits. Prerequisite: MIN598.

MIN 591 - Ministry Internship II (3)

This course is an in-service practicum for the purpose of providing the student with direct ministry experience in an area not previously experienced. The internship will be under a qualified para-church or local church supervisor who has the appropriate ministry and academic credentials. In addition, the student's advisor will also be a part of this learning enterprise by approving the Internship Supervisor and collaboration with both the student and supervisor through out the internship. The internship may begin in any academic term, but will not exceed six months in duration. 3 credits.

MIN 598 - Ministry Research Design (3)

A preparatory course for the Ministry Research Project, this course will provide direction in initiating, designing and researching the project. 3 credits.

MIN 599 - Ministry Research Project (3)

The Ministry Research Project is intended to give the student an opportunity to demonstrate the acquisition of improved skills, greater insight, and growth in competence for ministry through a major written project to be completed at the conclusion of course requirements. 3 credits. Prerequisite: MIN 598.

MIN 599C - Ministry Research Project Continuation (0)

Research Project Prerequisite: MIN 598. 0 credit.

Prerequisite: (MIN598 OR GM598G).

MIN 801D - Intermediate Biblical Hebrew for Contextualized Ministry (4)

This course expands on the knowledge base of Hebrew established in the MDiv program. Skills in the lexicon, grammar, syntax, and exegesis of the Hebrew Bible will be enhanced. Students will begin to form an understanding of how to use Biblical Hebrew to strengthen their ministry. 4 credits.

MIN 802D - Intermediate Biblical Greek for Contextualized Ministry (4)

This course expands on the knowledge base of Greek established in the MDiv program. Skills in the lexicon, grammar, syntax, and exegesis of the Greek Bible will be enhanced. Students will begin to form an understanding of how to use Biblical Greek to strengthen their ministry. 4 credits.

MIN 803D - Applied Biblical Hebrew for Contextualized Ministry (4)

This seminar builds on the foundation laid in Intermediate Biblical Hebrew for Contextualized Ministry. Application of Biblical Hebrew will be made to a variety of teaching tasks including, but not limited to: sermons, seminars, and small group Bible studies. Diverse forms of written communication skills will also be further developed. Students will focus on how to apply these skills to their current ministry. 4 credits.

MIN 804D - Applied Biblical Greek for Contextualized Ministry (4)

This seminar builds on the foundation laid in Intermediate Biblical Greek for Contextualized Ministry. Application of Biblical Greek will be made to a variety of teaching tasks including, but not limited to: sermons, seminars, and small group Bible studies. Diverse forms of written communication skills will also be further developed. Students will focus on how to apply these skills to their current ministry. 4 credits.

MIN 810 - Nature of the Chaplaincy (4)

This course provides an advanced overview and analysis of the nature and history of chaplaincy ministry. The course explores the purpose, identify, ethical parameters and legal matters that define and guide the chaplaincy role. Student learn the skill required for chaplaincy effectiveness in eight different chaplaincy roles including corporate, military, healthcare, public safety, institutional, sports, educational, and crisis/disaster relief. 4 credits.

MIN 810D - Nature of the Chaplaincy (4)

This course provides an advanced overview and analysis of the nature and history of chaplaincy ministry. The course explores the purpose, identify, ethical parameters and legal matters that define and guide the chaplaincy role. Student learn the skill required for chaplaincy effectiveness in eight different chaplaincy roles including corporate, military, healthcare, public safety, institutional, sports, educational, and crisis/disaster relief. 4 credits.

MIN 811 - Marriage and Family Issues (4)

This course will prepare students will cover the issues of marriage and family and raise the critical thinking skills of students concerning the ultimate goal and purpose of marriage and family ministry from a Christian perspective. It will also examine the impact of culture, faith, and trends in society upon marriage and family that will assist the student to understand the problems that married couples, parents, and youth face. Chaplaincy care giving and counseling skills are developed or enhanced. 4 credits.

MIN 811BR - Casamento e Questões Familiares (4)

Este curso examina as questões do casamento e da família, pois são cruciais para o ministério de capelania familiar. Os estudantes irão considerar o estado atual dessas questões na cultura e de uma perspectiva cristã e irão considerar as melhores práticas relacionadas ao aconselhamento e ministério em torno dessas questões (4 créditos).

MIN 811D - Marriage and Family Issues (4)

This course will prepare students will cover the issues of marriage and family and raise the critical thinking skills of students concerning the ultimate goal and purpose of marriage and family ministry from a Christian perspective. It will also examine the impact of culture, faith, and trends in society upon marriage and family that will assist the student to understand the problems that married couples, parents, and youth face. Chaplaincy care giving and counseling skills are developed or enhanced. 4 credits.

MIN 812 - Addiction Counseling and Care (4)

This course is designed to assist the student with an understanding of addiction, the effects of addiction on the family, as well as the process of counseling these individuals toward recovery. The focus will be on alcoholism and substance abuse but will also pertain to other related addictions. The course will be beneficial to those who minister to addicts at any level, but especially those who desire a more thorough understanding of counseling the addict and their family. This course will integrate psychological findings on addiction, governing biblical principles, and professional and practical ministry experience. 4 credits.

MIN 812D - Addiction Counseling and Care (4)

This course is designed to assist the student with an understanding of addiction, the effects of addiction on the family, as well as the process of counseling these individuals toward recovery. The focus will be on alcoholism and substance abuse but will also pertain to other related addictions. The course will be beneficial to those who minister to addicts at any level, but especially those who desire a more thorough understanding of counseling the addict and their family. This course will integrate psychological findings on addiction, governing biblical principles, and professional and practical ministry experience. 4 credits.

MIN 813 - Pastoral Care and Counseling in Grief, Loss and Crisis (4)

This course enables students to learn to understand and identify the process and progress of how people deal with loss in their lives. Students learn how to guide a person through the grief process and to aid the individual to readjust and grow. Attention is given to understanding issues of anger, depression, anxiety, and social withdrawal, along with loss of hope and faith. The course looks at the role of the chaplain in times of crisis. Students learn how to provide counsel to those who have endured a crisis or trauma. Attention will be given to the emotional, spiritual, relational, and physical symptoms that may occur in the aftermath of crisis. 4 credits.

MIN 813D - Pastoral Care and Counseling in Grief, Loss and Crisis (4)

This course enables students to learn to understand and identify the process and progress of how people deal with loss in their lives. Students learn how to guide a person through the grief process and to aid the individual to readjust and grow. Attention is given to understanding issues of anger, depression, anxiety, and social withdrawal, along with loss of hope and faith. The course looks at the role of the chaplain in times of crisis. Students learn how to provide counsel to those who have endured a crisis or trauma. Attention will be given to the emotional, spiritual, relational, and physical symptoms that may occur in the aftermath of crisis. 4 credits.

MIN 820D - Issues of Integration: The Role of Psychology in Ministry Care and Counsel (4)

This seminar explores the issues and debate surrounding the integration of faith and learning in the fields of psychology and theology. Special attention is given to the place of psychological theory and research findings in ministry care and counseling. Students examine several different perspectives on counseling and ministry care. Students explore the concepts of common grace, general revelation and empirical research as sources of truth. Students wrestle with the integration of psychological theory in ministry. 4 credits.

MIN 821D - Ministry Care and Counseling Through Small Groups (4)

This course will focus on the biblical foundations of small group ministry and the strategies for building a small groups ministry in the local church. The course content will include a sound biblical and theological foundation for aspects of biblical community, small group models, key small group practices, and strategies for connecting church members to groups. The application of group process to a variety of settings and situations is discussed. The role of groups as a means of providing care and counseling are explored. 4 credits.

MIN 822D - Ministry Care and Counseling in Marriage and Family Issues (4)

This course will prepare students will cover the issues of marriage and family and raise the critical thinking skills of students concerning the ultimate goal and purpose of marriage and family ministry from a Christian perspective. It will also examine the impact of culture, faith, and trends in society upon marriage and family that will assist the student to understand the problems that married couples, parents, and youth face. 4 credits.

MIN 823D - Ministry Care and Counseling in Grief, Loss and Crisis (4)

This course enables students to learn to understand and identify the process and progress of how people deal with loss in their lives. Students learn how to guide a person through the grief process and to aid the individual to readjust and grow. Attention is given to understanding issues of anger, depression, anxiety, and social withdrawal, along with loss of hope and faith. The course looks at the role of the chaplain in times of crisis. Students learn how to provide counsel to those who have endured a crisis or trauma. Attention will be given to the emotional, spiritual, relational, and physical symptoms that may occur in the aftermath of crisis. 4 credits.

MIN 830D - Advanced Exegesis: Tools-Based Study for Biblical Preaching and Teaching (4)

This course expands on the tools-based exegetical skills developed at the MDiv level. One book of the Old Testament and one of the New Testament will be outlined and discussed based on the Hebrew and Greek texts. A sermon and a teaching lesson will be prepared and delivered based on each book. 4 credits.

MIN 831D - Advanced Hermeneutics: Preaching and Teaching the Literary Forms of Scrip (4)

This course expands on the tools-based hermeneutical skills established at the MDiv level. Students attain a working knowledge of how various genres in Scripture. A specific genre will be studied across the Testaments, such as poetry, or a different genre for each testament-for example, wisdom literature in the Old Testament and Parables in the New Testament. A sermon and a teaching lesson will be prepared and delivered based on each genre. 4 credits.

MIN 832 - Advanced Homiletics: Integration of Hermeneutics and Homiletics (4)

This course expands and integrates the hermeneutical and homiletical skills established in Advanced Exegesis and Advanced Hermeneutics described above. Application of exegetical and hermeneutical skills will made to development and the delivery of sermons. Advanced sermon delivery principles will be studied. Current learning theory for diverse congregations will be a focus of the course. A sermon on an Old Testament text and on a New Testament text will be prepared and delivered. Students will focus on how to apply these skills to their current ministry. 4 credits.

MIN 832D - Advanced Homiletics: Integration of Hermeneutics and Homiletics (4)

This course expands and integrates the hermeneutical and homiletical skills established in Advanced Exegesis and Advanced Hermeneutics described above. Application of exegetical and hermeneutical skills will made to development and the delivery of sermons. Advanced sermon delivery principles will be studied. Current learning theory for diverse congregations will be a focus of the course. A sermon on an Old Testament text and on a New Testament text will be prepared and delivered. Students will focus on how to apply these skills to their current ministry. 4 credits.

MIN 833D - Advanced Biblical Communication: Preaching and Teaching with Skill and Infl (4)

This course is an analysis of the theological, psychological, and methodological dynamics of effective biblical instruction. Application of advanced exegesis, hermeneutics and homiletics courses will be made to a variety of teaching tasks including, but not limited to: classroom teaching, facilitation of seminars, and leadership of small group Bible studies. A teaching lesson will be prepared and delivered based on an Old Testament and on a New Testament text. Students will focus on how to apply these skills to their current ministry. 4 credits.

MIN 840 - The Leader as Communicator and Vision-Caster (4)

Leaders must be able to define and then communicate a vision for the future of the church or the organization they lead. This course assists leaders in defining "a vision for a preferred future." This course involves an analysis of the leader's role as a communicator within and outside the organizational structure. It includes a focus on the role of public and private communication channels in moving the vision and mission of the organization forward. The course looks communication success and failure in the context of crisis, change, and the advancement of. This course looks at the power of words to shape the direction of an organization. 4 credits.

MIN 841 - Authentic, Transformational, and Servant Leadership (4)

Authentic, transformational, team, and servant leadership theories are studied in light of biblical examples, principles, and theological understandings of leadership. This course includes a focused examination of the qualities of a biblical servant leader, essential character qualities for effective leadership, and principles for ethical decision-making. 4 credits.

MIN 842 - Innovation and Change (4)

Innovation and change are essential to the progress of a ministry or organization. This course looks at change process and how innovation brings valuable disruption to an organization. Students learn how to lead change effectively while leveraging the benefits of the disruption and conflict that innovative change creates. Leaders learn to capture and capitalize on the opportunities new technologies, creative methods, and strategic initiatives to move their church or organization forward. 4 credits.

MIN 842BR - Inovação e Mudança (4)

Este curso examina o processo de mudança, bem como o valor da ruptura inovadora para uma organização ou ministério. Os alunos aprenderão como conduzir uma mudança de maneira eficaz, alavancando os benefícios da ruptura e do conflito criados ao liderar este processo. Além disso, os alunos aprenderão como encarar e tirar maior proveito de novas tecnologias, métodos criativos e iniciativas estratégicas para conduzir sua organização ou igreja rumo ao futuro (4 créditos).

MIN 842D - Innovation and Change (4)

Innovation and change are essential to the progress of a ministry or organization. This course looks at change process and how innovation brings valuable disruption to an organization. Students learn how to lead change effectively while leveraging the benefits of the disruption and conflict that innovative change creates. Leaders learn to capture and capitalize on the opportunities new technologies, creative methods, and strategic initiatives to move their church or organization forward. 4 credits.

MIN 843 - Strategic Initiatives and Partnerships (4)

This course explores the role of entrepreneurial leadership in the development of strategic initiatives within a church or an organization and strategic partnerships outside a church or an organization. It examines how these strategic initiatives and partnerships furthering the church or organization's mission and vision. With an emphasis on churches and faith-based, non-profit organizations, this course will explore how relationships influence the principles, approaches, and motivations behind collaboration and provide the basis for establishing collaborative endeavors. The course looks at the administrative processes that are impacted by collaborative efforts and how organizations can effectively work together of common missional goals. 4 credits.

MIN 843BR - Iniciativas e Parcerias Estratégicas (4)

Esta disciplina explora o papel da liderança empreendedora no desenvolvimento de iniciativas estratégicas, tanto dentro de uma igreja ou contexto organizacional quanto em parcerias estratégicas fora do contexto. Os estudantes examinarão como essas iniciativas e parcerias promovem a missão e a visão do contexto por meio de abordagens colaborativas (4 créditos).

MIN 843D - Strategic Initiatives and Partnerships (4)

This course explores the role of entrepreneurial leadership in the development of strategic initiatives within a church or an organization and strategic partnerships outside a church or an organization. It examines how these strategic initiatives and partnerships furthering the church or organization's mission and vision. With an emphasis on churches and faith-based, non-profit organizations, this course will explore how relationships influence the principles, approaches, and motivations behind collaboration and provide the basis for establishing collaborative endeavors. The course looks at the administrative processes that are impacted by collaborative efforts and how organizations can effectively work together of common missional goals. 4 credits.

MIN 844 - Formational Leadership in the Digital Age (4)

MIN 844 - Liderança Formativa na Era Digital (4)

Os alunos estudarão como os líderes podem pensar globalmente, mas estar presentes localmente, enquanto atendem aos vizinhos e às organizações de liderança na era digital. Com base em uma cosmovisão bíblica, os alunos aprenderão sobre inteligência emocional e sua relação com a comunicação eficaz, especialmente na era digital. O aluno estudará o desenvolvimento interior e sua relação com o uso da tecnologia no cultivo de organizações saudáveis. O processamento reflexivo também ocorrerá em relação à formação cristã, práxis de comunicação digital, dinâmica de poder e influência da era digital (4 créditos).

MIN 845 - The Spiritually Formed Leader (4)

This is a praxis course focusing on the internal make-up of a leader. Students will articulate, reflect, and evaluate their personal leadership make-up and tendencies. In addition, they will evaluate and employ formational practices aimed at increasing personal leadership health.

MIN 846 - Ministry Leadership in an Interconnected World (4)

MIN 847 - Leadership Expressions, Soul Care, and the 21st Century Leader (4)**MIN 850 - Contextual Ministry Praxis Seminar (4)**

This advanced course will introduce critical thinking and applied gap theory in relation to organizational culture. Particular attention is placed on the description of the individual's context for ministry, potential practices and changes within specific settings, and the identification of hypotheses for subsequent research efforts.

MIN 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 Reseach Design Continuation (0)

MIN 890D - Mentored Research Design (4)

Students will work one-one-one with a mentor to develop a project plan. This is an individualized approach to study of a particular aspect of ministry. Faculty mentors guide the research of the student as the project is developed. Once the mentor is satisfied with the feasibility, value, and quality of the project proposal, the project mentor will give permission to the student to implement the design. Mentors are generally full-time or adjunct faculty members who have significant experience or research engagement in the project field. Students may petition for the appointment of a professional field mentor with the approval of the Program Director. 3 credits.

MIN 890D3 - Mentored Research Design (3)

MIN 891 - Applied Research Dissertation (6)

MIN 891BR - Pesquisa Orientada 2 (4)

Os estudantes são automaticamente inscritos nesta parte do programa após completarem o MIN890. Concluirão suas pesquisas conforme proposto, coletando, analisando e apresentando os dados no formato de dissertação em 5 capítulos. A dissertação deverá ser defendida perante a Banca Examinadora da FTSA e, em sendo aprovada, enviada para LBC para aprovação final (6 créditos).

MIN 891C - Applied Research Dissertation Continuation (0)

MIN 891D - Research Dissertation (4)

MIN 891D3 - Applied Research Dissertation (3)

Students will complete the Ministry Project within their chosen specialization while on the field of ministry. The project is implemented during the last half of the study and presented in May or December prior to graduation. 3 credits.

PAS - Pastoral Ministry

PAS 501 - Pastoral Ministry (3)

This course in practical theology is designed to further students' theological and practical understanding of pastoral ministry. The course will explore and solidify a biblical and theological understanding of the pastoral office, call, and practices, and will be organized around core pastoral competencies in leadership, preaching, and caring. (3 credits)

Prerequisite: None.

PAS 502 - Local Church Revitalization (3)

An exploration of the issues involved in revitalizing a local church or Christian nonprofit organization, including elements related to personal spiritual development, understanding the culture of organizations, situational leadership, casting vision, goal setting, developing volunteers, and cultivating community. 3 credits.

PAS 503 - Theology, History, & Practice of Worship (3)

Skill development in the preparation for and leadership of corporate worship experiences with attention to biblical and historical models, ecclesiastical and cultural contexts, and the nature, significance, and use of church music. 3 credits.

PAS 505 - Spiritual Formation (3)

A consideration of cognitive, moral, and faith development and formation in a ministry context. 3 credits.

PAS 507 - Lay Leadership Development in the Local Church (3)

A study of principles necessary to attract, train, maintain, and motivate lay people in spiritual leadership and constructive development in a ministry team setting. 3 credits.

PAS 509 - Marriage & Family Ministries (3)

A study of the Biblical foundations of healthy Christian family life, with emphasis on developing practical skills for nurturing healthy marriages and families, and assessing, intervening, and resolving marital and family problems within a ministry context. 3 credits.

PAS 511 - Selected Topics in Current Issues in Ministry (3)

A review and analysis of a designated current issue in ministry with emphasis on an understanding of the issue, a gaining of a diversity of perspectives, and the arrival at a biblical conclusion. 3 credits.

PAS 513 - Advanced Homiletics (3)

A consideration of advanced homiletical theory and practice, with attention to contemporary relevance, audience analysis, and adaptation. 3 credits.

PAS 514 - Adult Education in the Church (3)

This course is designed to expose the student to issues in adult development and biblical principles for developing a holistic and contemporary ministry to adults within the local church. Topics explored will include: spiritual formation in adults, mission and values, principles of program planning, learning theory, issues in equipping people for ministry, and practical elements for designing educational strategies in the church. 3 credits.

PAS 515 - Advanced Counseling Seminar (3)

A study of current issues in biblical counseling including personality theory, diagnostic options, legal issues, and counseling problems most common to the ministry. 3 credits.

PAS 516 - Children's Education in the Church (3)

This course will overview the ministry to children in the local church context. Content explored will include: a biblical theology of nurture and discipleship, developmental characteristics in children, the relationship of church and home, issues in teaching children, evangelism, recruiting and training leaders, and program strategies for ministry. 3 credits.

PAS 517 - Leadership Issues in Youth Ministry (3)

An overview of current issues effecting youth leaders will be surveyed and discussed in this seminar format. Topics will include: working on a multiple staff, integrating personal ministry goals in the overall mission statement of your church, working with church boards and parents, and building a strategy for long-term ministry. 3 credits.

PAS 520 - Designing Strategic Models of Adult Discipleship (3)

This course is designed to expose the student to biblical principles that can guide the Christian worker in designing a holistic and contemporary discipleship ministry to adults within the local church. Topics explored will include: spiritual formation in adults, mission strategies, principles of program planning, and practical elements for designing local church discipleship strategies that facilitate life-change in adults. 3 credits.

PAS 540 - Advanced Preaching (3)

Building upon concepts and skills accomplished in Introduction to Biblical Preaching, this course will deepen students' understanding of the development and practice of biblical preaching in the church today. The course will focus on the role of a sermon's central idea as the theological foundation for preaching and explore how various Biblical genres affect interpretation and preaching. The course will discuss the use of differing sermon forms and the role of cultural intelligence in assessing and preaching to one's audience.

Prerequisite: BIB 535 Introduction to Biblical Preaching.

PAS 580 - Pastoral Leadership Seminar (3)

A seminar in pastoral leadership with a focus on defining the role of the pastor, determining relationships that are necessary to fulfill that ministry role, and delineating how to effectively serve the body of Christ in the pastoral ministry. 3 credits.

PAS 590 - Independent Study (3)

This independent study course is for those occasions when a student may have an interest in an area of study related to his/her ministry that is not covered by the curriculum. Please contact your advisor or the ILEAD Services Office for additional information. 3 credits.

PAS 595 - Field-based Mentored Ministry (3)

This course is an in-service practicum for the purpose of providing the student with direct ministry experience in an area not previously experienced. The internship will be under a qualified para-church or local church supervisor who has the appropriate ministry and academic credentials. In addition, the student's advisor will also be a part of this learning enterprise by approving the Internship Supervisor and collaboration with both the student and supervisor through out the internship. The internship may begin in any academic term, but will not exceed six months in duration. 3 credits.

PDN - Pastoral & Discipleship

PDN 501 - The Biblical Narrative (3)

This course offers an overview of the biblical narrative, including an examination of themes such as creation, fall, redemption, and consummation. The distinctive contribution of each stage of biblical history to that overarching narrative is considered. Special attention will be given to how the biblical narrative provides insight into a Christian understanding of our place in that story.

PDN 502 - Biblical Hermeneutics (3)

This course provides a focus on how to read and understand the Bible in its context. Emphasis is given to the various genres found in the Old and New Testament. There is also a focus on the use of interpretation tools to implement the practice of hermeneutics.

PDN 503 - Introduction to Christian Theology I (3)

This course offers a survey that introduces the student to the method and central concepts of Christian theology. Special attention will be given to the doctrines of the Bible, God, the Trinity, Creation, Angels and Demons, Humanity, and Sin.

PDN 504 - Introduction to Christian Theology II (3)

This course offers a survey that introduces the student to the central concepts of Christian theology. Special attention will be given to the doctrines of Jesus Christ, Salvation, the Church, and the Future.

PDN 505 - Church History and the African Context (3)

This course covers the chronological sweep from the closing of the New Testament through the modern day. Specific attention will be given to the history of the church in Africa. Attention focuses on the flow of events comprising the history of the Christian tradition, exploring significant people, events, movements, and their interaction with culture.

PDN 511 - Communicating Biblical Truth (3)

This course is designed to be a survey of theory and practice in contemporary communication, for the communication of the Bible and theology in the contexts of preaching, teaching, leadership, and counseling. Consideration is given to expositional preaching, hermeneutical principles, speech organization, and contextualized methodologies.

PDN 512 - Spiritual Formation and Discipleship (3)

This course is designed to provide practitioners with skill sets necessary for the practice of personal spiritual formation and discipleship. Historical and contemporary spiritual formation and discipleship models will be evaluated then implemented into models for use with the modern day servant leader. Disciplines, such as prayer, silence solitude, Sabbath rest, and mentoring will be studied and implemented into personal soul care routines and practices.

PDN 513 - Community and Family Systems (3)

This course is designed to equip servant leaders in the essentials of counseling family systems and their respective church communities. A family systems approach to counseling will be introduced and then used as the framework to understand how one can be healed through the counseling process. Special PDN M.A. DEGREE – NOVEMBER 2016 8 attention will be given to family histories and the synthesis of those histories through a process known as genogramming.

PDN 514 - Holistic Child Development (3)

This course encourages healthy development in four areas — spiritual, physical, social and economic. Emphasis is given to long-term approaches to methods going beyond simple involvement in children and family systems.

PDN 515 - Leader's Life and Work (3)

This course examines the pivotal issues leaders face as they balance personal lives with public lives, and personal convictions and values with the demands of their position. Included in this study are topics such as the leader's call and competencies, life-long learning habits, critical values and choices, biblical servant leadership, use and abuse of authority, essential character qualities for effective leadership, and common stumbling blocks to leadership. Authentic, transformational, team, and servant leadership theories are studied in light of biblical examples, principles, and theological understandings of leadership.

PDN 521 - Issues in African Pastoral Ministry I (3)

In this course students will review and analyze current issues in African pastoral ministry with emphasis on defining, understanding, evaluating, and formulating a biblical understanding and response. The specific issues dealt with in this course will be the (1) Prosperity Gospel and (2) Poverty and Dependence.

PDN 522 - Issues in African Pastoral Ministry II (3)

In this course students will review and analyze current issues in African pastoral ministry with emphasis on defining, understanding, evaluating, and formulating a biblical understanding and response. The specific issues dealt with in this course will be (1) Power and Authority and (2) Ethics and Integrity.

PDN 523 - Field Based Ministry I (2)

This course is a designed mentorship program aimed at providing direct interaction between the student and a seasoned mentor. The students will share with their mentor (1) a personal challenge they are facing in life and ministry, (2) what they have learned through the M.A. program that is relevant for this challenge, (3) and how they are implementing what they have learned in addressing this challenge. The mentor will guide and shepherd the student through this process providing input, counsel, and prayer.

PDN 524 - Field Based Ministry II (2)

This course is a designed mentorship program aimed at providing direct interaction between the student and a seasoned mentor. The students will share with their mentor (1) a professional challenge they are facing in life and ministry, (2) what they have learned through the M.A. program that is relevant for this challenge, (3) and how they are implementing what they have learned in addressing this challenge. The mentor will guide and shepherd the student through this process providing input, counsel, and prayer.

PSC - Professional School Counseling

PSC 504 - Research and Program Evaluation (3)

This course provides an introduction to research and methodology in the field of counseling. Emphasis is placed on gaining the knowledge necessary to evaluate the conclusions of published research. Students will be introduced to a variety of counseling research strategies in order to assist the evaluating and incorporating relevant findings in counseling practice. To that end, basic knowledge of research methodology, research design, sampling, measurement, statistics, and ethical issues for conducting research will be addressed. 3 credits.

PSC 520 - Foundations of School Counseling and Program Planning (3)

This course will provide a foundation for understanding the academic needs of all students Pre-K-12, their families, schools and communities and the role of the school counselor in facilitating their academic, career, and personal-social success. Students will be introduced to the ASCA National Model: A framework for school counseling programs. 3 credits

PSC 521 - Foundations of School Counseling and Program Planning (3)

This course will provide a foundation for understanding the academic needs of all students Pre-K-12, their families, schools and communities and the role of the school counselor in facilitating their academic, career, and personal-social success. Students will be introduced to the ASCA National Model: A framework for school counseling programs. 3 credits

PSC 523 - Leadership and Advocacy in Education (3)

School Counselors serve as leaders within the educational context. This course will examine various models of effective educational leadership, the role of the school counselor in effecting change and the development of strategies for advocating for the needs of diverse and multicultural students, families, schools and communities. 3 credits

PSC 525 - Collaboration, Consultation, and Coordination (3)

Students will develop an understanding of the importance of teaming and collaboration in the development, implementation, and evaluation of the school counseling program and in facilitating change in school expectations, climate, policy, and practice to better meet the needs of students. 3 credits.

PSC 526 - Collaboration, Consultation, and Coordination (3)

Students will develop an understanding of the importance of teaming and collaboration in the development, implementation, and evaluation of the school counseling program and in facilitating change in school expectations, climate, policy, and practice to better meet the needs of students. 3 credits.

PSC 530 - Exceptional Students: Populations, Policies & Procedures (3)

This course is designed to prepare the school counselor to identify the variety of students included in the exceptional student populations and their special needs. The schools are required by law(s) to offer services for all these populations. The school counselor will learn the policies and procedures to provide these services in the classroom, through the school counselor's office, and from each of the service agencies involved in a potential IEP. 3 credits.

PSC 535 - Exceptional Students: Population, Policies, & Procedures (3)

This course is designed to prepare the school counselor to identify the variety of students included in the exceptional student populations and their special needs. The schools are required by law(s) to offer services for all these populations. The school counselor will learn the policies and procedures to provide these services in the classroom, through the school counselor's office, and from each of the service agencies involved in a potential IEP. 3 credits.

PSC 555 - Group Counseling in the Schools (3)

This is a clinical course designed to give students didactic and experiential introduction to theory, practice, and treatment in group counseling. The course will cover the theoretical foundations of group counselling and group work, contemporary theories, and group counseling leadership skills including group selection, group formation, group interventions, and group evaluation. (3 credits)

PSC 556 - Career Development in Schools (3)

This course will equip students to understand, assess and apply career development theory in school and counseling settings in terms of career stewardship development. Students will examine and contribute to a curriculum of interventions to teach others to plan and serve faithfully in the contemporary world of work with the talents entrusted to them. This course introduces the student through hands-on learning to the use of career and vocational assessment tools commonly used in career counseling. Concepts and theories concerning the planning and preparation for vocations provide background information in regards to the use of these assessment tools. 3 Credits.

PSC 583 - Multicultural Found of CNS (3)

This social and cultural diversity course is focused on preparing students to practice competent multicultural counseling. Issues such as race ethnicity, gender, age, spirituality, and religion, psycho-sexual orientation, mental and physical characteristics,...

PSC 601 - Professional Service I in School Counseling (3)

Students will participate in school counseling practice experiences that provide for the application of theory and the development of counseling skills under supervision. The Professional Service I experience will provide students the opportunity to demonstrate their abilities to provide counseling services for a diverse population of students. The student will participate in a minimum of 250 hours of field work in addition to classroom based assignments with a minimum of 100 direct student service hours. (3 credits)

Prerequisite: (CPS501 OR CPS501GN OR CPS501N OR CPS501NN OR CPS508 OR CPS508N OR CPS510 OR CPS510GN OR CPS510GNN OR CPS510N OR CPS575 OR CPS575N OR CPS583 OR CPS583N OR PSC556 OR PSC526 OR PSC535 OR PSC523).

PSC 601C - Counseling Practicum Continuation (0)

After students have registered for PSC 601, they must register for PSC 601C each semester (not including summer and winterim sessions) until practicum is completed. 0 credits.

PSC 602 - Professional Service II in School Counseling (3)

In this capstone course students will complete a 600 hour supervised internship experience that provides the opportunity to demonstrate the ability to design and implement a comprehensive school counseling program at each grade level (K-4, 5-8, and 9-12). Students will provide individual and group counseling, classroom guidance lessons, and systemic advocacy interventions. Students will receive supervision and performance review as part of this course. 3 credits.

Prerequisite: (PSC601).

PSC 604 - School Counseling Internship (3)

In this capstone course students will complete a 600 hour supervised internship experience that provides the opportunity to demonstrate the ability to design and implement a comprehensive school counseling program at each grade level (K-4, 5-8, and 9-12). Students will provide individual and group counseling, classroom guidance lessons, and systemic advocacy interventions. Students will receive supervision and performance review as part of this course. 3 credits.

PSC 604C - School Counseling Internship Continuation (0)

After studnets have registered for PSC 604, they must register for PSC 604C each semester (not including summer and winterim sessions) until internship is completed. 0 credits.

PSC 605 - Internship in School Counseling (3)

This is the practical capstone course of the graduate student in the School Counseling program. Regular consultations will be conducted with the student's advisor and written reports of the internship will be submitted according to the format suggested in the course syllabus. Students will be evaluated qualitatively according to their performance and professional development. Prerequisite: Minimum 30 credits completed and PSC 601. 3 credits.

Prerequisite: (PSC601 OR SG601G).

PSC 605C - Secondary School Counseling Internship Continuation (0)

After students have registered for PSC 605, they must register forPSC 605C each semester (not including summer and winterim sessions) until internship is completed. 0 credits.

PSC 698 - Written Comprehensive Examination (3)

This exam will address the major tenants of school counseling, from individual and group counseling competencies, American School Counseling Association National Model implementation, historical and ethical aspects of school counseling, assessment techniques, and biblical integration. The intent of this exam is to demonstrat general knowledge and understanding of the role of the school counselor, utilizing a biblical world view as a guide as a guide for professional practice. 3 credits.

PSC 699 - Research Thesis (3)

The Research Thesis is intended to give the student an opportunity to demonstrate the acquisition of improved research and writing skills, greater insight, and growth in competence for counseling through a major written project. 3 credits.

PSC 699C - Research Thesis Continuation (0)

After students have registered for SG 699, they must register each semester (not including the summer and winter sessions) for SG 699C. The student service fee will be assessed. 0 credits.

RSC - Education

RSC 524 - Children's Literature for Instructions (3)

Literature written for children weaves a story, projects a character, defines a problem, and offers information. Each piece of these published works can provide the stimulus for classroom instruction in any and all subject areas. This course includes an examination of the genre designed for children and the instructional strategies of using literature in the elementary classroom. 3 credits.

RSC 526 - Literacy Assessment (3)

A review of the diagnostic instruments for the accurate assessment and preparation of intervention for the needs of students in the classroom is included in this course. Emphasis is placed on the selection and application of the appropriate tools, programs, materials, strategies, and techniques available for classroom use. 3 credits. Prerequisite: CRT 513 or permission of the professor.

Prerequisite: (CRT513 OR CR513GN).

RSC 527 - Diagnostic Reading Instruction (3)

This course is designed to provide procedures and materials for the assessment, diagnosis, and correction of reading difficulties, the evaluation of student progress, and the differentiation of techniques to offer effective instruction. 3 credits. Prerequisites: CRT 513 or permission of professor.

Prerequisite: (CRT513 OR CR513GN).

RSC 528 - Literacy Development and Language Acquisition for the English Language Lear (3)

RSC 529 - A Collaborative Team Approach for Inclusion (3)

A team of educators must learn to find the contributions of each. This course will examine each of these roles played by educators, other professionals, and parents involved in the educational process for students with specific needs in the classroom. Emphasis will be placed on the skills to facilitate effective communication and collaboration among team members. 3 credits.

SEC - Education

SEC 513 - Instructional Practices & Strategies (3)

SEC 532G - Psychological Characteristics of Students with Special Needs (3)

The social, emotional, mental, and sensory differences of special needs students are reviewed. The means for meeting these needs are described with the strategies for assisting these students to be successful in the inclusion classroom. 3 credits. Prerequisites: CRT 515 or permission of professor.

Prerequisite: (CRT515 OR CR515GN).

SEC 533 -

SEC 535 - Management Strategies for Special Students in the Regular Classroom (3)

This course describes the prescriptive strategies for the management of students needing individual programs for instruction. The different classifications of the special students are examined to determine the appropriate strategies according to the individual needs. The strategies are those designed to be effective in the regular classroom and implemented by the classroom teacher. 3 credits. Prerequisites: CRT 548 or permission of professor.

Prerequisite: (CRT548 OR CR548GN).

SEC 537 - Technology for Teachers (3)

Students with specific needs can be assisted by technology. This course will examine the technology available for teachers who assist in the instruction in an inclusion classroom. 3 credits.

SEC 539 - Legislation Dictating Special Services (3)

The purpose of this course is to review the laws, regulations and policies directing the services required for special students in the schools. The history of these laws and the judicial decisions about these laws are discussed. Topics include case studies, current issues, as well as state and federal standards. 3 credits.

SEC 541 - ESL Culture & Communication (3)

SPE - Education

SPE 501 - Assessment and Special Education Processes (3)

This course will provide teacher candidates with the knowledge and skills to link assessment and instructional decision making in inclusive settings for students with disabilities. Discussions and activities will include the processes for assessment, identification for eligibility, and IEP development that incorporates the individual needs of students and that is in compliance with state and federal laws. (3 credits)

SPE 502 - Meeting the Needs of Students with Autism & Behavioral Disorders (3)

This course offers an overview of student characteristics, theory and teaching applications for students with Autism Spectrum Disorders (ASD) and behavior disorders. Major theories, etiological and diagnostic issues, classroom structure and environmental arrangements, research based instructional strategies, and family involvement will be discussed. Students will reflect on how these special needs impact their role as a teacher. Pre-requisite (3 credits)

Prerequisite: (SPE501).

SPE 503 - Teaching Students with Specific Learning Disabilities & Intellectual 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).

SPE 510 - Practices for the Inclusionary Classroom (3)

This course will equip students to meet the needs of diverse students in the PreK-12 classroom. These students include those who are at risk, those who are culturally diverse, and those with any academic, emotional, mental, physical, or communicative differences. Focus will be on the range of needs for each student group and the differentiation of instruction to meet those needs. Universal Design for Learning will also be introduced.

SPM - Sport Management

SPM 500 - Biblical Principles and Practices of Personal Leadership

This course is designed to lay the foundation for a biblical response to personal leadership. The course will examine core biblical principles to leading from a personal level and moving to leading others. The course will introduce principles and practices of godly leaders that the student can incorporate into a personal development plan to prepare them to lead with integrity. The course will examine topics such as self-awareness, decision making, motivation, emotional intelligence, cultural awareness, conflict resolution, and social skills.

SPM 503 - Psychology of Sport (3)

This course gives an overview of the psychological factors that affect sport performance. Behaviors in sport settings are examined and concepts related to enhancing athletic performance to maximize potential in a competitive environment are analyzed. These concepts are then applied to the competitive athlete as well as the recreational athlete to enhance a healthy lifestyle. This course will also explore the integration of faith and psychology.

SPM 504 - Evangelism and Discipleship in Sport

This course will examine the complex relationship of sport and religion throughout history. When sport and religion are combined current societal views need to be addressed through the lens of a biblical framework, therefore students apply critical thinking skills to formulate a biblical response to each of these. Students will examine trends in research, analyze data and develop strategies for evangelism and discipleship within the sport setting. Students will identify qualities of a good mentor leader which will equip them to be effective in ministry.

SPM 510 - Leadership and Administration of Sport (3)

This course examines trends and issues of management and organizational behavior within the broad context of the sports industry, with specific reference to staffing, motivation, communication, and personal leadership development. This course will introduce leadership theory, as well as the tools and techniques for practical application, including how to effectively implement consistent leadership theory.

SPM 530 - Financial Management in Sport (3)

This course will focus on the financial aspects of the sport industry. Students will build terms and concepts of sport finance and analyze a variety of aspects of managing sport from a financial and ethical basis. A variety of financial problems and current financial trends facing sport today in all sport sectors will be discussed.

SPM 540 - Current Legal and Ethical Issues in Sport (3)

This course will explore the many facets of ethics and legal situation of sport. Sectors of all levels of sport from youth to professional will be examined regarding concepts of tort law, labor law, contract law, and anti-trust law. The students will analyze sport related cases and develop strategies to reduce and manage risks in sport.

SPM 550 - Sport Marketing and Promotions (3)

This course focuses on the data collection, marketing, and promotion of sport. The use of sport to market non-sport products will be discussed as well. The course will explore the behavior of sport consumers to be able to customize strategies to meet their unique needs.

SPM 560 - Sport Communication Technology (3)

This course will examine the role of sport communication and the integration of technology in the field of sport to enhance the sport experience for the player and the consumer. The impact of social media will be explored. Written and oral communication skills will be enhanced. The sport consumer, gender roles, and socioeconomic levels will be discussed. Challenges of ethical issues surrounding sport and technology will be discussed and a biblical response formulated.

SPM 570 - Facility and Event Management (3)

This course will explore the many facets of facility design and creation as well as managing sport facilities to maximize resources. The course also examines steps of planning, implementing and evaluating sporting events, and using community resources for small and large venues. Trends in stadium and facility design are discussed and biblical stewardship of financial and environmental resources are assessed.

SPM 590 - Internship (6)

This course will provide the student with the opportunity to set personal goals, demonstrate the integration of biblical principles, and transfer knowledge learned in the classroom to the sport management field of study. The experience allows the student to work with a mentor in the field as they demonstrate leadership competencies and expand their network of sport management professionals.

The placement can be a volunteer or paid position and must meet a minimum of 250 hours. The student will work with the instructor to find a placement in the field of interest.

SWK - Social Work

SWK 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)

SWK 510 - Human Diversity and Social Justice (3)

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)

SWK 520 - Social Welfare Policy: Foundations

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 applies them through coursework, assignments, discussion, presentations, and field service. This course 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 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 applies them through coursework, assignments, discussion, presentations, and field service. This course 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 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 552 - Psychopharmacology and the Diagnostic and Statistical Manual-V (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)

SWK 556 - Child and Adolescent Treatment (2)

This elective 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 580 - Selected Topics in Social Work

Selected topic provides opportunities to offer relevant and timely courses not offered in the standard curriculum but of immediate interest and concern to students or faculty. 2 or 3 credits as needed.

SWK 590 - Independent Study

An independent study in a specialized area of graduate level social work may be arranged through a faculty member teaching in the specialized area of practice. The student must have a GPA of 3.00 or greater to be eligible. Requests for Independent Study courses are approved through the Registrar's Office. (2 or 3 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 Settings (3)

The focus of this course is to examine the complex diversity issues present in child and family welfare settings and within the broader social service system and collaborative partnerships. Borrowing from a systems approach, students evaluate the myriad of cultural dimensions impacting outcomes for the child and family welfare systems. Students analyze their biases and prejudices relating to work with vulnerable populations within child and family welfare settings, developing a cultural humility perspective, one that reinforces the utilization of a biblical worldview in practice. Students assess diverse work environments in relation to the dimensions of diversity as outlined by CSWE, including a focus on spirituality as an oft-neglected aspect of child and family welfare work. Students formulate a cultural perspective that serves as a tool for further practice inquiry. This course is reserved for students enrolled in the Advanced Child Welfare Practice specialization. (3 credits)

SWK 613 - Advanced Child Welfare Policy (3)

This course will provide the student with a comprehensive review of child and family welfare policies impacting practice within the child welfare system from point of initial contact with the child and family to final exit from the system. Students will develop critical thinking strategies as they interact with policies, becoming knowledgeable about the intricacies of predominant child and family welfare policy. Critique and evaluation will be emphasized to connect policy with practice, examining the influence of a biblical worldview upon policy practice. Students develop an awareness of community partners and the impact of social, economic, and environmental injustice within the child welfare system. This course is reserved for students enrolled in the Advanced Child Welfare Practice concentration. (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 course is designed to provide students MSW-supervised social work advanced practice opportunities. Students will practice the implementation of knowledge, methods, and skills learned in previous courses and apply them to supervised service activities with clients from the individual level to the community level. This course runs in conjunction with the students' field placement in a social service organization. Students will participate in this course and complete a minimum of 250 hours of their field internship, supervised by a Field Instructor. All social work competencies will be addressed through the student's students' field experiences. (3 credits)

SWK 660 - Advanced Practice Internship I (3)

This advanced field course is designed to provide students MSW-supervised social work advanced practice opportunities. Students will practice the implementation of knowledge, methods, and skills learned in previous courses and apply them to supervised service activities with clients from the individual level to the community level. This course runs in conjunction with the students' field placement in a social service organization. Students will participate in this course and complete a minimum of 250 hours of their field internship, supervised by a Field Instructor. All social work competencies will be addressed through the student's students' field experiences. (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)

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)

THE - Theology

THE 501 - Theology I (3)

A beginning study of the central doctrines of the Christian faith. This course investigates the task and method of theology and applies that method in the study of God's self-revelation in the Scriptures, the nature and attributes of the Triune God and his... 3 credits.

THE 502 - Theology II (3)

A continuation of the study of the central doctrines of the Christian faith. This course investigates the person of Christ, his nature, and his work; the nature and results of God's work of salvation and its blessings for those who believe in Christ. 3 credits.

THE 522 - Johannine Theology (3)

After a brief overview of the concept of biblical theology, and a treatment of introductory matters related to John's writings, this course introduces students to the major theological themes of John's writings (Gospel, epistles, and Revelation). (3 credits)

THE 526 - Pauline Theology (3)

This course is a study of the Pauline corpus with a focus on its foundational theological contributions to the New Testament and the life of the church. Consideration will be given to Paul's life and ministry including the historical and cultural contexts from which Paul wrote. Key themes in Paul's writings to be covered include the Person and work of Christ, the gospel, new life in Christ, the Church, and eschatology as well as related current issues in Pauline studies. (3 credits)

THE 509 - Christian Ethics (3)

THE 510 - Old Testament Theology (3)

The theology of the Old Testament is considered according to major categories of systematic theology and the historical development of the biblical dispensations and covenants. 3 credits.

THE 511 - New Testament Theology (3)

The theology of the New Testament is approached systematically by major categories of theology, chronologically by historical development, and personally by authors. 3 credits.

THE 515 - Developing a Biblical Worldview (3)

LBC | Capital educates students so that they might more ardently love God with their hearts, minds, and strength; then love their neighbors as themselves. Obeying the greatest commandment requires Christians to better align their perspectives of the world, themselves, and their communities with the Bible's perspective of reality. This course will help students understand the foundations of Christian thought so their views of the world may better agree with God's worldview as he revealed it in the Scriptures. (3 credits)

Prerequisite: None.

THE 516 - Biblical Integration for Faithful Christian Teaching (3)

This capstone course invites educators to consider how their Christian faith shapes their vocation. Students will explore what their calling to bear witness to Christ's kingdom means for their academic discipline, as well as designing and leading courses which educate to promote shalom and cultivate wisdom. This course culminates in the creation of evidence that students' classrooms are or will be places where faith in God, His Word, and His gospel are increased, hope in God's mission of redemption and restoration is nurtured, and students are trained to walk in love for God and their neighbor.

THE 517 - Theological Method (3)

This course studies the nature, sources, and methods of theology, including an exploration of the movement from biblical exegesis to theological synthesis and praxis. 3 credits.

THE 518 - History of Christian Doctrine (3)

This course will study the historical development of several selected Christian doctrines from the time of the church fathers to the present. Attention will be given to the development of the common faith of the Christian church and the interaction between Christian doctrine and intellectual trends throughout church history. 3 credits.

THE 520 - Selected Topics in Systematic Theology (3)

A study of selected topics in systematic theology that increases one's general understanding of the Bible and one's specific understanding of relevant biblical and historical data. 3 credits.

THE 521 - Current Issues in Theological Study (3)

A study of various problems and issues in theological studies in theological, hermeneutical, literary, ethical, biographical, and spiritual areas, with emphasis on the relevance to current ministry. 3 credits.

THE 523 - Theologies of Liberation (3)

This course covers the rise and development of theologies of Liberation during the 20th century to the present. This will include focus on the original Latin American context for this theology and resulting theologies of liberation in various cultural contexts. Special attention will be paid to African-American and other expressions of liberation theology within the North American context.

THE 524 -

THE 527 - The Trinity (3)

A study of the doctrine of the Trinity that interrogates and increases students' general understanding and ability to describe its historical and doctrinal development. Students will examine the relevant biblical and historical discussion in the early Eastern and Western Church in order to interact with contemporary and/or current discussions on Trinitarianism and articulate the importance of the doctrine to the faith and practice of the Church. (3 credits)

THE 530 - Selected Topics in Historical Theology (3)

A study of selected topics, including background details that contributed significantly to the ongoing development and preservation of orthodox doctrine throughout church history. 3 credits.

THE 531 - Theological Classics (3)

Literary consideration of selected portions of theological and devotional materials that have had significant impact on the church. Included are sections from Augustine, Thomas Aquinas, Thomas a Kempis, Luther, Calvin, Bunyan, Spurgeon, Warfield, Barth, Bultmann, Bonhoeffer, and Lewis. 3 credits.

THE 535 - Christianity in the Contemporary World (3)

This course helps students develop an integrated Christian worldview, an understanding of Christian vocation, and an understanding of how Christianity should engage contemporary culture. Through this course, the student will see the truth and beauty of the Christian worldview and how this worldview informs all of life. (3 credits)

THE 540 -

THE 541 - Foundations of Theology of Culture (3)

This course is an overview of culture from a theological perspective, including a survey of Christian approaches to cultural engagement. Practitioners will be equipped to apply godly wisdom to their interaction with culture in their vocational roles. Practical skills are employed to focus biblical principles of living in specific cultural contexts. (3 credits)

THE 542 - Theological Interpretation of Media (3)

This course will apply tools of interpretation to contemporary media in its various forms. (3 credits)

THE 543 - Cultural Analysis and Engagement (3)

This course explores principles and practices to evaluate culture in its various expressions, including contemporary American culture. It will also highlight ways in which culture has shaped religious practice and belief in history. Special focus will be placed on strategies and practices to interact with culture with theological awareness and wisdom.

THE 590 - Independent Study (3)

This independent study course is for those occasions when a student may have an interest in an area of study related to his/her ministry that is not covered by the curriculum. Please contact your advisor or the ILEAD Services Office for additional information. 3 credits.

WOR - Worship Arts

WOR 500 - Biblical, Historical, & Theological Survey of Worship Arts (3)

From Genesis 1 to present day, this course will survey the nature and development of worship of the Triune God with a focus on those who have contributed artistic supports for that worship along the way. Students will analyze the relationship between worship arts and theological developments. Engaging the ways the church has worshiped across millennia, students will also gain a deeper understanding of what creativity means for those made in the Image of God.

WOR 505 - Worship and its Cultural Context (3)

Course Description: Every worship practice is a product of a culture. Every worship practice has powerful formative potential. Students will learn how to interpret liturgies – both in and out of the church - in their broader cultural context. One unavoidable area of concentration for many of today's cultures is the influence of digital technology. Special consideration will also be given to building a global perspective of worship in today's church.

WOR 510 - Worship Design & Practice (3)

In this class, students will study, observe, and participate in various liturgies while designing worship orders of their own. A close look at the development of worship design will realize the potential of historic practices and inspire new approaches to structuring worship practices for spiritual formation.

WOR 520 - Perspectives and Technology for Worship Arts Administration (3)

Administrative work is an occasion for creative shepherding and equipping of others. It is also a venue for modeling leadership that is rooted in Scripture and shaped by Jesus. Students in this class will explore techniques and advantages of having excellent administrative structure. The class will also explore the potential of technological tools to support ministry organization as well as music-making.

YMN - Youth Ministry

YMN 501 - Student Development, Culture & Contextualization (3)

This course is designed to explore the spiritual development of adolescents as well as the physical, cognitive, and social identity of students. Special attention will be given to the area of student development and its overarching relationship to culture. A thorough synthesis of student development & culture will be done through the use of contextualization principles. 3 credits.

YMN 502 - Student & Family Systems Counseling (3)

This course is designed to equip students in the essentials of counseling adolescents and their respective family systems. A family systems approach to counseling will be introduced and then used as the framework for understanding of how one can be healed through the counseling process. Special attention will be given to family histories and the synthesis of those histories through a process known as genogramming. 3 credits.

YMN 503 - Thinking Theologically in Student Ministry (3)

This course is designed to help students think theologically within the primary discipline of student ministry. Special attention will be given to the area of how students fit into the overarching story of scripture and how theology should be the basis for a robust philosophy of student ministry. 3 credits.

YMN 504 - Spiritual Formation of Students (3)

This course is designed to equip leaders in the art of soul tending within the student ministry setting. Special attention will be given to creating environments sensitive for spiritual formation practices. Within these environments, our focus will be centered on creating a community of co laborers who embody spiritual formation as a form of discipleship within students. 3 credits.

YMN 505 - Building Student Leadership in Ministry (3)

This course is designed to train student ministry workers in the essentials of building healthy and fully equipped student leaders. A "Simple Student Ministry" approach to discipleship and programming will be our framework for training student leaders. Special attention will be given to the spiritual formation of the student leader synthesized with the skill sets needed for a student to lead effectively.

YMN 506 - Creating a Glocal Student Ministry (3)

This course is designed to equip ministry leaders in the area of creating a Glocal Student Ministry. Emphasis will be placed on creating local yet global missional communities for the purpose of incarnational living among student sub cultures. A thorough study will be done on the training and practice of engaging deep justice issues here as well as over there.

YMN 507 - Youth & Young Adult Ministry Apprenticeship (3)

This course is a designed apprenticeship program aimed at providing direct experience within a local student ministry setting. Under the guidance of an seasoned mentor, students will develop a personal philosophy of ministry, mission/vision for student ministry, and an overall team discipleship strategy approach for their respective ministry. Special attention will be given to creating a sustainable student ministry.

YMN 511 - Analyzing Culture and Youth (3)

This course is designed to explore the identity development of adolescents as it relates to cultural influences. Chrono/Macro (global and national) through Micro (local) cultural entities, perspectives, and influences impact the identity formation, moral compass, and spiritual development of younger generations and subcultures, both directly and indirectly. These realities will be carefully considered and explored to equip youth workers with ministry strategies. A thorough synthesis of adolescent development and culture will be done via general contextualization principles so as to help students to cultivate their own personal set of such principles. (3 credits)

YMN 512 - Counseling Youth Via Family Systems (3)

Prerequisite: None.

YMN 513 - Thinking Theoretically in Youth Ministry (3)

Prerequisite: None.

YMN 514 - Discipling Youth Via Relational Ministry (3)

This course is designed to equip leaders to make disciples through intentional relationships within the youth ministry setting. A particular emphasis will be placed on forming purposeful plans for discipleship in every aspect of a ministry and to understanding the individual leader's discipleship experience and preference. The focus will be centered on the foundational role of relational ministry in developing resilient disciples.

Prerequisite: None.

YMN 590 - Independent Study (3)

This independent study course is for those rare exceptions when a student may have an interest in an area of study related to his/her ministry that is not covered by the curriculum. This independent study course is for those occasions when a student may have an interest in an area of study related to his/her ministry that is not covered by the curriculum. Please contact your advisor or the Graduate School Office for additional information. 3 credits.

Academic Definitions

Academic Sessions (p. 204)

Courses (p. 204)

Course Delivery Methods (p. 205)

Student Classifications (p. 206)

Academic Sessions

The academic calendar contains three semesters – fall, spring, and summer – of 16-17 weeks. Each semester contains two 8-week sub-terms. The beginning and end dates of each semester and sub-term as well as other important dates such as breaks, drop/add dates, and course withdrawal dates appear on the academic calendar.

Courses

Course Coding

The courses listed in the catalogs are coded as follows:

Course Numbering	Level
0XX	Remedial undergraduate course
100-299	Lower-level undergraduate course
300-499	Upper-level undergraduate course
500-699	Master's level course
700-799	(reserved)
800-999	Doctoral level course

Credit Hour

The credit (or semester) hour is the basic unit of academic credit granted by Lancaster Bible College | Capital Seminary & Graduate School (LBC) for the satisfactory completion of a course. It reflects the Carnegie Unit which has served as the traditional unit of measure in higher education.

One credit hour is composed of both faculty instruction time and student preparation time. A total of 12.5 hours of faculty instruction and 30 hours of student preparation time are required for each credit hour of a course. Thus, a three-credit course will require no less than 37.5 hours of faculty instruction and 90 hours of student preparation time. An equivalent amount of work is required for lectures, laboratory work, internships, practice, studio work, and other academic work leading to the award of credit hours. Departments may determine contact time over the minimum requirements as needed.

Independent Study Courses

Independent study affords an opportunity for the student who wishes to undertake a well-defined research project. While the student conducts the work under the guidance of a faculty member teaching in the subject area, the project is carried out in an independent manner without regular class meetings. Effective independent study is characterized by a reduction in formal instruction and an increase in the individual student's responsibility and initiative in the learning process.

Rostered Course

Courses that are part of the regular curriculum may be taken by independent study when there is a scheduling problem that jeopardizes a student's graduation as a result of college action. These independent studies are limited to students in their last two semesters of courses at the college. Application forms and instructional sheets are available in the Registrar's Office.

Non-rostered Course

Courses that are not a part of the regular curriculum may be taken by independent study when they provide academic exposure in one of the college's curricular areas to content not taught in an established course. These independent studies are limited to students nearing the end of their program (for undergraduate junior and seniors) with a grade point average of 3.00 or greater. Application forms and instructional sheets are available in the Registrar's Office.

Appeals

Students wishing to do an independent study that is not permitted by these policies may appeal to the academic appeals committee. The student should complete the application form and submit it to the registrar with a letter of appeal.

Course Delivery Methods

The LBC | Capital Course Delivery Method identifies the primary way that students will experience the faculty-led instruction in a course. There are two components to each method: time and location.

Time

Synchronous: occurring at a specific time

Asynchronous: not occurring at a specific time

Location

On-campus/on-site: at an LBC location or course-determined site (i.e. field placement, Christian Service)

Online: exclusively through LBC's Learning Management System

The course delivery method is included on the student schedule, in the course registration information and on the course syllabus, as well as other internal LBC systems and processes. Faculty and staff assign a designation for each course, and students use this information to understand the nature of how they will receive faculty-led instruction for the course.

The LBC | Capital Course Delivery Methods include in-person, hybrid, online, and partner.

In-Person Course

An in-person course is a course where the students receive faculty-led instruction synchronously and on-campus or on-site*. All in-person courses use the LBC-approved learning management system to supplement the in-person delivery.

Traditional undergraduate courses including independent studies**, practicums, internships, TraveLearn, applied lessons, labs, student teaching, and field experiences are considered in-person courses even though some of the course may take place outside of the LBC classroom. The course time for these courses may be SWI or Schedule with Instructor to indicate that the class does not meet in a scheduled classroom and/or at a college-directed scheduled time.

*Courses like dissertation, comprehensive exams, mentored research design and their continuation courses are considered in-person courses. In certain, Provost-approved situations where a course may be delivered entirely through video conferencing, the course is still considered in-person.

**Independent studies that are using a developed online course are considered an online course.

Hybrid Course

A hybrid course is a course where the students receive faculty-led instruction in a combination of in-person and online learning using the LBC-approved learning management system.

For traditional undergraduate hybrid courses, a maximum of one-third of the required faculty-led instruction is accomplished online. For global undergraduate hybrid courses, the faculty-led instruction is split with around half in-person and half online. For a global course that has a residency component***, the course is considered hybrid.

***The MSW program courses are considered online as the residency component can be completed through video conferencing.

Online Course

An online course is a course where the students receive faculty-led instruction asynchronously and exclusively through the LBC-approved learning management system. Most online courses have a live meeting component. Students may either attend live (synchronously) or watch the recorded meeting.

***The MSW program courses are considered online as the residency component can be completed through video conferencing.

Partner Course

A partner course is a course in the Student Information System that does not need a course site in LBC's Learning Management System. For example: HS Dual Enrollment, Acadeum Courses

Student Classifications

Undergraduate Students

In determining an undergraduate student's classification, all credits that have been successfully completed are counted. Transfer credits count toward classification when official transcripts have been received and processed.

Class	Credits Successfully Completed
Freshman	0-29 credits
Sophomore	30-59 credits
Junior	60-89 credits
Senior	90 credits and up

Student Enrollment Statuses (Full-time/Part-Time Status)

A student's status impacts financial aid eligibility. Audited courses do not count towards a student's status.

Academic Level	Full-Time	Three-Quarters Time	Half-Time or Part-Time	Less than Half-Time
Traditional Undergraduate	12 or more credits in a semester	9-11 credits in a semester	6-8 credits in a semester	Less than 6 credits in a semester
Adult Education/Online Undergraduate	12 or more credits in a semester	9-11 credits in a semester	6-8 credits in a semester	Less than 6 credits in a semester
Seminary & Graduate	9 or more credits in a semester	N/A	6-8 credits in a semester	Less than 6 credits in a semester
Doctoral	6 or more credits in a semester	N/A	3 credits in a semester	Less than 3 credits in a semester

Students in the less than half-time category are not eligible for any federal aid as half-time enrollment (part-time status) is required to receive federal student loans.

Undergraduate students who wish to take more than 18 credits per semester must have approval of their academic advisor or student success coach. For traditional undergraduate students, additional tuition will be charged by the credit hour for each credit above 18.

Non-Degree Students

At times, students may wish to take courses at LBC but not enroll in a program that leads to a degree. These students are classified as non-degree students, also known as non-matriculating students. Non-degree students complete a registration form available from the Registrar's Office and are included in LBC's student information system. Coursework requirements for non-degree students are the same as for degree students. Non-degree students receive a grade and earned credit upon completion of course requirements. Non-degree students should not be confused with audit students. See auditing a course for more details.

If non-degree students wish to enroll in a program, they will need to submit an application for enrollment.

Academic Policies & Procedures

Additional academic policies are found in the Seminary and Graduate Student Handbook.

Academic Advising (p. 208)

Academic Dismissal (p. 209)

Academic Integrity (p. 209)

Academic Probation (p. 211)

Application for Graduation (p. 212)

Attendance (p. 212)

Auditing a Course (p. 214)

Change of Major (p. 214)

Continuous Enrollment (p. 214)

Course Withdrawal (p. 215)

Family Education and Rights Privacy Act (p. 216)

Grade Appeal (p. 218)

Grading System (p. 219)

Incomplete Grades (p. 220)

Registration and Drop & Add (p. 220)

Repeating Coursework (p. 220)

Transcripts (p. 221)

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Withdrawal from College (p. 222)

Academic Advising

Students are assigned an academic advisor (also called a student success coach) to support their progress through their academic plan at LBC | Capital. Meetings occur to help plan course schedules, to ensure completion of graduation requirements, to provide assistance in the attainment of academic goals, and to provide general support to students. While advisors and success coaches help students plan their path toward their academic goals, students are responsible to see that all program requirements are being met.

Academic Dismissal

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

1. Failure to complete Academic Plan- Students on academic probation who fail to create a plan or follow their plan, and fail to meet the minimum cumulative GPA requirement, will be eligible for dismissal at the end of the Fall or Spring semester with the right to appeal.
2. Consecutive semesters on probation- Students will be academically dismissed at the conclusion of the Fall or Spring semester, with the right to appeal, after being on probation for two consecutive semesters as a registered student. The purpose of this requirement is to safeguard students by ensuring that they have an opportunity to meet minimum GPA requirements for graduation.
3. Academic Dishonesty- Students who violate the Academic Integrity Policy are eligible for academic dismissal, with the right to appeal, based on the severity or repeated nature of the infraction. See the Academic Integrity Policy for details.

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

Students have the right to appeal to the Registrar (registrar@lbc.edu) for reinstatement if they believe there were extenuating circumstances. The student must supply information that substantiates the grounds on which the appeal is being made and cite at least one of the following grounds for appeal:

1. Fair consideration was not provided for the student;
2. New and significant information has become available; or
3. The sanction imposed is not in due proportion to the seriousness of the offense.

The Registrar will convene the Student Appeals Committee to review the appeal and related documents. The decision of the Committee will be final.

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

Academic programs may have policies on retention, probation, and dismissal in addition to this college policy. See the program handbook for more details.

Academic Integrity

Academic integrity is to represent one's own academic work and actions in an honest and responsible way. As a testimony to God and faithfulness to the work of others, the LBC | Capital community – including administration, faculty, staff, and students – prioritizes integrity in all matters through knowing and following this Academic Integrity Policy. This policy is outlined in the student handbooks, course syllabi, and in orientation; therefore, students are responsible for knowing this policy and complying.

Types of Academic Dishonesty

Cheating: Using or attempting to use unauthorized material, persons, technology devices, or study aids for personal assistance in examinations or other academic work.

Fabrication: Submitting altered, contrived, or invented information in any academic exercise.

Misrepresentation of Academic Records: Tampering with any portion of a student's record.

Unfair Advantage: Attempting, in an inequitable manner, to gain a more favorable playing field than fellow students on an academic exercise.

Multiple submissions: Submitting the same work to fulfill the requirements for more than one course without authorization of all instructors involved.

Facilitating Academic Dishonesty: Helping another individual violate the Academic Integrity Policy.

Tolerating Academic Dishonesty: When a student knows about academic dishonesty and fails to address it with the other student, that student is complicit in the dishonesty. If the confronted student fails to confess to the instructor and cease and desist, the other student is responsible for addressing the issue with the instructor.

Plagiarism: Claiming as one's own, fully or in part, information that is copied, paraphrased, or purchased from a written or spoken source, without proper acknowledgment of that source.

Several types of plagiarism exist but are not limited to:

1. **Direct Plagiarism:** Word-for-word transcription of someone else's work, without citation and quotation marks.
2. **Self-Plagiarism:** Submitting one's own work from previous classes without permission of all professors involved. If all professors involved approve, about 10% of the previous work is acceptable for resubmission.
3. **Mosaic plagiarism:** Borrowing phrases from a source without quotation marks.
4. **Accidental plagiarism:** Neglecting to cite sources, misquoting sources, or unintentionally paraphrasing sources by using similar words.
5. **Adopting work that is not your own:** Submitting an assignment written by someone else or generated by artificial intelligence.

Violations of the Academic Integrity Policy

Minor offenses are often due to lack of experience or knowledge and may have been unintentional.

Flagrant offenses demonstrate indicators of ill-intent, may have been repeated multiple times, or tend to be pervasive in nature.

Violations of the Academic Integrity Policy— In a Course

First Offense:

If a violation of the Academic Integrity Policy is suspected, the instructor should meet with the student(s) to discuss the incident and determine if a violation has occurred. The instructor and student(s) may choose to have a witness present at the discussion. Both parties should be notified that a witness will be present and be given the opportunity to bring his or her own witness.

After meeting with the student, if the instructor determines that a violation occurred, he or she will complete a report (via the form on the Employee Portal) and send it to the Registrar, copying the Program Director/Coordinator, and Department Chair. The instructor, in consultation with the Registrar, Program Director/Coordinator, and/or Department Chair will determine whether the offense was minor or flagrant. If the student is noncompliant in scheduling or attending the meeting, a decision about the violation will be made regardless of the student's attendance.

All violations of the Academic Integrity Policy, even minor offenses, should be reported by the instructor to the Registrar because this will allow multiple violations to be kept on record across departments.

- In cases of a first minor offense, the instructor should counsel the student on academic integrity. The instructor, in consultation with the Program Director/Coordinator, and/or Department Chair, should then determine if a grade penalty is appropriate and if a resubmission should be required.
- A first flagrant offense warrants a 0% on the assignment without a chance for resubmission. The student will also be required to seek counsel through the Ally Center, by consulting with Writing Services staff members about the nature of plagiarism and how to avoid it in the future.

Subsequent offenses:

After meeting with the student, the instructor will complete a report (via the form on the Employee Portal) to the Registrar, and copy the Program Director/Coordinator and Department Chair. In some cases, multiple instances of plagiarism may be found at the same time. In these instances, the instructor in consultation with the Program Director/Coordinator, Department Chair, and Registrar may conclude that multiple cases may be treated as a single offense.

- A second minor offense will be considered a first flagrant offense. All additional offenses will be considered flagrant.
- A second flagrant offense warrants a course failure.
- A third flagrant offense will result in the student being recommended for dismissal with the right to appeal.

If a student is found to be in violation of the Academic Integrity Policy after the completion of a course, the Registrar in consultation with the Program Director/ Coordinator and/or Department Chair will determine academic sanctions in line with the spirit of this policy.

The steps outlined in this policy are the minimum disciplinary standards for flagrant offenses. In certain circumstances, depending upon contextual factors, more serious consequences may be fitting in flagrant cases. Consequences that are above these minimum disciplinary standards must be approved by the Program Director/Coordinator and the Department Chair. Students should consult their program handbook for additional information and policies related to academic integrity.

Violations of the Academic Integrity Policy— Outside a Course

For instances of violating the Academic Integrity Policy outside a course (such as interfering with college records), the Provost, or his or her designee, will investigate the alleged offense, and based on evidence, suspend the student.

For second offenses, a student will be recommended for dismissal with the right to appeal.

Academic Integrity Appeals

A student's intent to appeal an instructor's response to a violation must be communicated in writing to the Registrar within one week of the receipt of the written notification from the instructor dealing with the incident. The student must supply information that substantiates the grounds on which the appeal is being made and cite at least one of the following grounds for appeal:

1. Fair consideration was not provided to the student.
2. New and significant information has become available.
3. The sanction imposed is not in due proportion to the seriousness of the offense.

The Registrar will convene the Student Appeals Committee to review the appeal and related documents. The decision of the Committee will be final.

Academic Probation

At the end of any semester, students in seminary and graduate programs with a cumulative grade point average below the minimums listed in the chart will be placed on academic probation.

Program	Required Minimum Cum GPA
Seminary Programs	2.5 GPA
Graduate Programs	3.0 GPA
Doctoral Programs (Leadership, Biblical Studies, Educational Leadership)	3.0 GPA
Doctoral of Ministry Program	2.75 GPA

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

In addition, students will be required to enroll in GWW 500 Graduate Writing Workshop a non-credit bearing course which provides instruction and feedback on a paper of the student's choice, selected from any course in which the student is concurrently enrolled. The student will be charged a fee for the course. The student must complete all work and show significant improvement, as assessed by the instructor of this course between rough and final drafts to pass this course. If a student does not pass GWW 500, the student will be re-enrolled and charged the course fee in each consecutive sub term until the student is able to pass the course.

Students placed on academic probation will be required to create and follow the Academic Plan, pass GWW 500, and achieve a minimum cumulative GPA according to the chart above after two consecutive semesters enrolled at LBC | Capital. Failure to achieve the cumulative GPA or greater, to follow the Academic Plan, and to pass GWW 500 within this timeframe will result in a recommendation for academic dismissal with the right to appeal. The purpose of this requirement is to safeguard students by ensuring that they have an opportunity to meet minimum GPA requirements for graduation and financial aid.

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

Implications for Financial Aid

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

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

Academic programs may have policies on retention, probation, and dismissal in addition to this college policy. See the program handbook for more details.

Application for Graduation

Depending on when they finish their academic requirements, students will be counted as spring, summer, or fall graduates. Commencement ceremonies are held each May or June for spring graduates and each December for summer and fall graduates.

All students need to complete an application for graduation to declare their intention to graduate, regardless of whether or not they will participate in the ceremony, and to signal an official audit of their credits. Students should work with their advisor/success coach to determine readiness for graduation.

The graduation application as well as more information about graduation and commencement ceremonies can be found at lbc.edu/graduation.

Attendance Policy

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

Attendance in an online or hybrid course

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

Once students have submitted any course assignment or had any communication with the professor regarding course content, students are marked as present for the course.

Attendance in residency meetings for hybrid courses

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

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

Continued attendance in a course

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

Failure for Non-Attendance

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

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

Appeals

Failing Grade for Residency Attendance

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

Failure for Non-Attendance during course

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

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

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

Auditing a Course

Students may audit courses when classroom space is sufficient, and the professor has agreed to let students audit the course. Some courses may not be audited due to the nature of the course, including the course content, course pre-requisites, and impact on the degree-seeking students. Some programs, particularly at the master's and doctoral levels, have specific policies related to auditing courses so program directors and/or handbooks should be consulted. Students may audit classes from within or below their current degree level or highest degree level earned. For example, a student with a bachelor's degree may audit a bachelor's degree course, but not audit a master's level course.

Students who audit a course receive LBC credentials to access email, the library, and the learning management system. Students who audit a course do not earn credit or a grade for the course and are not required to submit written assignments or take exams. If the student meets the attendance requirements for the course, the course audit is noted on the student's transcript with an AU. If students wish to do the assignments and take the exams, they should arrange this with the professor to confirm that he/she is willing to grade them. Professors are not required to grade the work of auditors. If the work is completed and a final grade calculated, an audit may not be changed to credit status. Students wanting to earn credit for the audited course must take the course again as a credit-seeking student. Participation in class discussions is permitted. Auditors should be sensitive to credit students and not monopolize or sidetrack discussions.

The guidelines for registering to audit a course are as follows:

1. **Current Students:** Students may request to their advisor/student success coach to audit a course during course registration. The audit fee and student service fee will be assessed. Current students should be aware of how the audited course affects their enrollment status and financial obligations.
2. **Alumni:** Alumni of LBC | Capital may request to audit a course by contacting registrar@lbc.edu. No other information is required. Alumni may audit one course per semester at a cost of the student service fee. Additional courses in a semester will be charged the per credit audit rate.
3. **Others:** Other individuals may request to audit a course by contacting registrar@lbc.edu. Students will complete a non-degree application. The audit fee and student service fee will be assessed.

Change of Major, Minor, or Concentration

Students may change major, minor, concentration, or specialization by completing the form on the Student Portal. This change process may include the review of the request with the current and new program director and advisor/coach. The student is informed when the process has been completed, including the name of the new advisor/coach if applicable.

Note that changing a major, minor, concentration, or specialization may require additional semester(s) to complete program requirements, may impact financial aid, and may impact the application of transfer credits. For international students, the change may require new paperwork to be submitted to SEVIS and a reassessment of time to completion.

Continuous Enrollment

Continuous enrollment is encouraged and expected in all Seminary and Graduate programs. It is understood that extenuating circumstances occur which may prevent a student from enrolling in a given semester. However, this should be viewed as an exception. Should students not enroll for a 180-day period, they will be officially withdrawn from the program and will need to reapply. Student records will be reviewed after each Fall, Spring & Summer semesters.

If students reapply and are reinstated, they are subject to the graduation requirements as contained in the catalog at the time of their readmission.

Course Withdrawal

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

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

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

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

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

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

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

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

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

[Click to access the Global Withdrawal Form](#)

- Note: Tuition refunds will be calculated according to the tuition refund policy outlined in the withdrawal policy. Students can appeal the withdrawal and/or refund policy and they will be reviewed on a case-by-case basis.

[Click to access the Global Course Drop Form](#)

Family Education and Rights Privacy Act

What is FERPA?

The Family Educational Rights and Privacy Act (FERPA) affords you, the student, certain rights with respect to your educational record once you are admitted as a student to the College.

- FERPA Letter to Parents and Students
- LBC FERPA Permission to Release Information Form

What are my rights under FERPA?

As a college student you have four rights under FERPA: (Forms to exercise rights #1-3 are available in the registrar's office)

1. To inspect and review your educational record within 45 days of your request.
2. To request amendment of your educational record.
3. To have some control over the disclosure of personally identifiable information from your educational record, except in the areas that FERPA authorizes disclosure without student consent.
4. To file a complaint with the US Department of Education concerning alleged failures by the College to comply with the requirements of FERPA.

What documents are included in my educational record?

Student educational records are specifically defined as all paper and computer records, files, documents, and other materials that contain information directly related to you, the student, and maintained by LBC or someone acting for the College according to policy. Excluded from student educational records are records of instructional, supervisory, and administrative personnel in the sole possession of the maker and that are not accessible or revealed to any other person, except a substitute. Additionally, notes of a professor or staff member intended for his/her own use are not part of the educational record, nor are campus security records, parents' financial statements, application records of students not admitted to the College, alumni records, or records of physicians, psychiatrists, psychologists, or other recognized professionals. Educational records are maintained by, but are not limited to the following offices, departments, and/or individuals: Registrar's Office, Financial Aid Office, Business Office, Student Services Office, placement office, and academic advisors.

What is Directory Information?

Some information about students is considered "Directory Information." Directory information may be publicly shared by the institution without student consent unless the student has taken formal action to restrict its release. "Directory Information" at LBC includes: name, address (current, local, home, and electronic mail), telephone number (current, local, and home), date of birth, parent/spouse contact information (address and phone number), photo, major/program, weight and height (athletic teams), date(s) of attendance, enrollment status (full-time, part-time, not enrolled), date(s) of graduation, degrees and awards received, and participation in officially recognized activities and sports.

Can I control the release of Directory Information?

Yes, you can restrict the public release of directory information by completing a form available in the registrar's office. You should carefully consider imposing a restriction on the Directory Information. The limits of the College's student information system make it an all or nothing option. For example, your friends would not be able to obtain your directory information nor would the College be able to use it in graduation programs and news releases. This restriction should be reserved for extreme circumstances or on the advice of a legal or medical professional.

Who and under what circumstances can someone access my educational record?

According to FERPA regulations, no one has access to your educational record (other than directory information) without your written permission, except: (1) a school official (defined as: administrators, faculty, professional staff, staff, student workers, and students serving on official College committees) who has a legitimate education interest (defined as: the information or records requested are relevant and necessary to the accomplishment of some task or determination related to the inquirer's employment responsibilities/committee responsibilities or are acting within the course and scope of their employment and/or authority). (2) a parent or guardian who presents a certified copy of the most recent federal income tax form that reports you as a dependent. Other, less common individuals who may access your educational record without your consent include: (3) authorized representatives of accrediting agencies, as well as federal, state, and local government offices, persons or organizations providing financial aid to a student, (4) persons in compliance with a judicial order or subpoena, (5) persons in an emergency if the protected information is needed to protect the safety of the student or other persons, (6) parents regarding the student's violation of any federal, state, or local law, or any college policy or rule governing the use of alcohol or a controlled substance as long as the institution has determined that there has been a violation and the student is under the age of 21 at the time of disclosure, (7) the victim of an alleged perpetrator of a crime of violence or a non-forcible sex offense (limited to the final results of the disciplinary proceeding conducted by the College), and (8) the public in relation to a determined crime of violence or non-forcible sex offense that violates College policy or rule (disclosure limited to the student's name, the violation, and any sanctions imposed by the institution against the student).

Am I required to use my social security number as a personal identifier?

A Federal court ruling upheld the use of the social security number as a personal identifier for administrative purposes in higher education.

We protect the privacy of the social security number as required by FERPA. However, you may request (form available in the Registrar's Office) the assignment of an alternate identification number. Effective January 2002, any new students admitted to LBC will no longer have a social security number as a personal identifier for administrative LBC purposes.

Which College Officer is responsible for administering the FERPA guidelines?

The Office of the Registrar is responsible for the institutional compliance with the FERPA guidelines and maintenance and release of the educational record. Questions, interpretations, further explanations, or concerns about FERPA and the College's FERPA policy are to be directed to the registrar.

How do I file a complaint with the US Department of Education?

Complaints are to be filed with the:

Family Policy Compliance Office
US Department of Education
600 Independence Avenue, SW
Washington, DC 20202-4605

Grade Appeal

Students may appeal grades that they believe were awarded in error or unfairly. It is the student's responsibility to support his or her claim. Only final grades in a course may be appealed. Various approaches to grading are valid and grade appeals only apply to errors and unfair practices, not grading methods within professional standards.

For the purposes of this policy, grades awarded "unfairly" are defined as:

- Inaccurate assessment of the quality of work, as determined by assignment descriptions, grading rubrics, and other available objective criteria.
- Inconsistent grading methods as compared with standards used for other students in the same course, section, and term.
- Practices that do not align with the mission or policies of LBC | Capital.

If a graduating student is appealing a grade, his or her degree will be placed on hold until the appeal process is complete. The student may request an official letter from the Registrar stating the completion of graduation requirements for the purpose of employment or graduate school admission until the matter is resolved. Grades may not be changed after a student has graduated. This policy does not pertain to poor or failing grades related to academic dishonesty. (See Academic Integrity Policy).

Grade Appeal Procedure:

1. Students must first seek to resolve the matter with their professor according to the Matthew 18 principle before submitting a grade appeal.
2. If the matter remains unresolved, students should submit a written appeal to the Registrar within one additional program term length after the last day of the term in which the grade was assigned. Students must provide a rationale, with available evidence, supporting how their grade was a result of an error or unfair practice. If an appeal is based on a claim of unfair practices, students must cite at least one of the definitions of "unfair" as stated in this policy. Late appeals will be considered at the discretion of the department chair/site director only when extenuating circumstances exist.
3. The Registrar will convene the Appeals Committee to review the appeal. The committee will consider if the student has produced convincing evidence of an error or unfair practices by the professor in assigning the final grade.
 - A. If the Appeals Committee determines that a grade change is not justified, the Registrar will report this finding to the student and the professor. The original grade will stand, and the decision of the committee will be final. This decision cannot be appealed further by the student.
 - B. If the Appeals Committee determines that a grade change is justified, the Registrar will first report the initial decision to the professor and the department chair/site director.

- i. If the professor disagrees with the decision, he or she will be given an opportunity to submit a final written explanation to the Appeals Committee for the original grade.
- a. If, after reviewing the professor's explanation, the committee determines that the original grade is justified, the Registrar will report this finding to the professor and to the student. The original grade will stand, and the decision of the committee will be final. This decision cannot be appealed further by the student.
- b. If, after reviewing the professor's explanation, the committee upholds the initial decision to justify a grade change, the Registrar will make the grade change and report the decision to the professor and student. The decision will be final.
- ii. If the professor chooses not to provide further explanation to justify the original grade or does not send it to the Registrar within ten (10) business days, the Registrar will reach out to the department chair/site director for approval to change the grade and inform the student.

Grading System

LBC | Capital follows the 4.0 grade point system. The grades, grade points, and their interpretation are as follows:

A	4.0	
A-	3.7	
B+	3.3	
B	3.0	
B-	2.7	
C+	2.3	
C	2.0	
C-	1.7	
D+	1.3	
D	1.0	
D-	0.7	
F	0.0	
I	Not calculated in GPA	Incomplete
W	Not calculated in GPA	Withdrawal
S	Not calculated in GPA	Satisfactory
U	Not calculated in GPA	Unsatisfactory
AU	Not calculated in GPA	Audit
P	Not calculated in GPA	Pass
FN	Not calculated in GPA	Failure Non-Attendance

See the Incomplete Grade, Grade Appeal, Transfer, and Repeating Coursework policies for more details.

Incomplete Grades

An incomplete (“I”) grade may be issued by a professor in lieu of a final grade when course requirements have not been met by the end of a course. The use of an “I” is to be the exception due to extenuating circumstances rather than being a general practice. After consultation with the professor, the student initiates the request for an incomplete grade within a reasonable amount of time, not to exceed one program course length from the end date of the course. To make this request, the student completes the Course Extension Request Form located on the Student Portal.

The maximum time a faculty member may extend the deadline is an additional length of a program course.

Should a student not complete the work or a professor not submit the final grade by the deadline, the Registrar will default the “I” to the actual grade earned at the end of the semester, with a zero for any missing assignments used to calculate the final grade. The student can appeal this default grade, and the professor can change this default grade as applicable.

Requests for an extension beyond the deadline must be made in writing to the Registrar who will work in collaboration with the Department Chair for the program to determine final approval or denial of the request.

Registration and Drop & Add

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

Dropping/Adding a Course

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

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

The form to drop a class is available on the Student Portal.

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

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

Repeating Coursework

Students may repeat a course in which they have earned less than or equal to a C+. When a course is repeated only the highest grade will be used to calculate current and cumulative GPA. The original grade, with an “R” placed beside it, will remain on the transcript.

A student may repeat a course with a grade of C+, C, or C- only one time. To take the course a third time, the student must receive approval from the academic advisor or student success coach.

Repeated courses will count toward determination of enrollment status and will be eligible for financial aid only once. Repeated courses are computed in completion rate.

All repeated courses must be taken at LBC | Capital, including courses in course-sharing programs.

Transcripts

Students desiring an official transcript should use the Transcript Request Form located at the bottom of the LBC | Capital webpage under Contact. The form is also available in the Student Portal. There is a fee for the processing of an official transcript. Transcripts will not be issued for students who have outstanding account balances.

Current students can access an unofficial transcript through My.LBC on the Student Portal.

Unofficial transcripts are not available for previously enrolled students or alumni.

If there are any questions related to transcript requests, please contact the Registrar's Office.

Transfer

Students transferring from theological seminaries or graduate institutions with accreditation recognized by the U.S. Department of Education will be given advanced standing to the extent that their credits approximate the curriculum of Capital Seminary & Graduate School. Transfer credit is limited to those courses which are applicable to the program in which the student is enrolled and to those courses in which the minimum grade is earned. Programs also have limits on the number of transfer credits allowed and the age of the credits. See the program pages for program specific information. Only the credit is transferred; the grade and grade points are not figured in the student's grade point average.

Students intending to enroll in a course at another higher educational institution for transfer credit to LBC | Capital should check with the Registrar's Office prior to enrollment in the course to determine the appropriateness of the institution for transfer credit and the suitability of the course to the student's program. Transfer credits will not be added to a student's record until an official transcript documenting the course is received by the Registrar's Office.

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

Transfer Credit Doctoral Programs

Students transferring from theological seminaries or graduate institutions with accreditation recognized by the U.S. Department of Education will be given advanced standing to the extent that their credits approximate the curriculum of Capital Seminary & Graduate School. Transfer credits must be from a doctoral program with a final grade of "B" or higher. MA or MDIV credits cannot be used towards advanced standing in a doctoral program. Students can transfer no more than 50% of a degree. For specific information or questions, applicants or students must consult the program director.

Transfer of Credit to Other Institutions

LBC | Capital cannot guarantee the transfer of course credits to other receiving institutions as programs and requirements may differ between institutions. Transfer decisions are made by the receiving institution. Students desiring to transfer earned course credits to another institution should contact the receiving institution to confirm the transferability of the course. See the transcript policy for information about obtaining an official transcript from LBC | Capital.

Withdrawal from College

Continuous enrollment is encouraged and expected in all LBC | Capital programs. At times, challenging and extenuating circumstances may occur, preventing students from enrolling in a given semester or continuing in a semester. Students contemplating withdrawal from LBC | Capital before, during or after the semester should contact their student success coach to discuss the reasons for the change in attendance, withdrawal, or transfer.

This discussion will begin a process for withdrawal that may include conversations with other college staff and an exit-interview. Students should be aware of the financial implications of withdrawal from the college by viewing LBC financial aid information in the catalog and/or contacting the financial aid office .

Admissions Information

Admissions Requirements (p. 223)

English Language Proficiency Policy (p. 224)

Admissions Requirements

Lancaster Bible College | Capital Seminary and Graduate School exists to education Christian students to think and live a biblical worldview and to proclaim Christ by serving him in the Church and society. Since the college is committed to educating the entire person, it has a distinctive set of admissions standards in the spiritual, personal, and academic areas.

Spiritual Standards

Applicants must confirm that they have accepted Jesus Christ as their personal Savior and be in essential agreement with the Statement of Faith of the College. Applicants must also demonstrate that they are living a consistent Christian life based on the principles of God's Word.

Personal Standards

Applicants must give evidence of sufficient spiritual, social, physical, and mental development and maturity for doing work in their academic program.

Academic Standards

Applicants must provide documentation through transcripts that their educational preparation and academic achievements and potential are sufficient for being successful as a student at LBC | Capital.

Academic criteria are listed below. Programs may have additional requirements. Applicants with a GPA lower than the minimum may be considered on an individual basis.

Program	Min. GPA	Additional Requirements
Seminary Programs	2.50	Pastoral/character reference
Graduate Programs	3.00	Check program pages for additional requirements
DMin Program	2.75	Graduate level research paper, Character reference, Connection with program director
PhD Leadership, PhD Biblical Studies	3.25	Writing sample, Professional reference, Meeting with program director
EdD Educational Leadership	3.00	Statement of purpose, Professional reference, Resume/CV, Connection with program director

Students pursuing certificate programs or enrolling as a non-degree seeking student follow the admissions criteria listed above.

Students must complete an application and all required documents to be considered for acceptance to LBC | Capital.

International Students

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

Admissions Appeal

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

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

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

English Language Proficiency Policy

An English language proficiency exam (TOEFL/IELTS/Duolingo) will be required of any non-citizen international applicant applying to LBC | Capital in order to show proof of English language proficiency. Proof of English language proficiency is required before the issuance of the I-20 (Certificate of Eligibility for Nonimmigrant Student Status) form, used to apply for an F-1 student visa. Applicants must submit official copies of their scores during the admission process.

Minimum Qualifying Scores:

The following scores are acceptable for admission to Lancaster Bible College | Capital Seminary & Graduate School:

	Undergraduate	Seminary/Graduate	Doctoral
TOEFL	69	79	100
IELTS	6.5	7.0	7.5
Duolingo	95	105	120

Exemptions:

Citizens from the following countries are exempt:

Canada	Dominica
Australia	Grand Turks and Caicos Islands
The United Kingdom	Grenada
Antigua and Barbuda	Guyana
Bahamas	Jamaica

Barbados

Saint Lucia

Bermuda

Trinidad and Tobago

British Virgin Islands

St. Vincent & the Grenadines

Cayman Islands

*The exemptions above may be reviewed by the admissions staff on a case-by-case basis, if the counselor deems a proficiency score necessary to make a final admissions decision.

Waivers:

The English language proficiency exam may be waived if the following conditions are met:

- An applicant receives an admissible score on the SAT (960 combined with at least a 480 in Reading), ACT (19 combined with at least a 19 in Reading) or CLT (62 combined with at least a 21 in Grammar/Writing)
- An applicant completes at least two years of high school in an English-speaking setting, including two years of high school English courses (non-ESL) with satisfactory grades (Undergraduate Students)
- An applicant has earned at least 24 credits -- 1 full academic year – at a regionally accredited US college or university (or an institution abroad where the sole language of instruction is English, and in a country where English is the primary spoken language)

The student must also meet the following conditions:

- o A cumulative GPA of 2.75 or above
- o Earned a “C” or higher in a college level English course
- o The academic record has been reviewed by the Admissions Committee and determined eligible for the waiver
- An applicant participates in a faculty member conducted interview to determine an equivalent English language proficiency. The faculty member conducting the interview will have knowledge of English language learners and will document their findings to determine if sufficient English language proficiency exists to meet an equivalent exam standard. Results will be documented
- An applicant provides proof of citizenship and residency from an English country not included in the exemptions
- An applicant has earned a Bachelor’s or Master’s degree at a regionally accredited US college or university (or an institution abroad where the sole language of instruction is English, and in a country where English is the primary spoken language), and the student meets the specific GPA requirements for the LBC | Capital seminary, graduate, or doctoral programs. See the college catalog for program specific GPA/program requirements

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.

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.

Accessibility Services

Accessibility Services Office (ASO) provides accommodations for students with disabilities to ensure access to all programs, facilities, and activities of the College, based on Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 (ADA), and their amendments. Accommodations are made on an individual, case-by-case basis, based on an interactive process and documentation submitted to the Accessibility Services Coordinator. Students with disabilities are encouraged to submit their documentation and to schedule an appointment as soon as possible prior to the start of any semester so that accommodations can be arranged before the start of the semester. Typical accommodations may include extended time for exams, a note-taker for class lectures, textbooks in audio e-text format, and a scribe and/or reader for exams. Please note, that students seeking temporary medical accommodations or ESL Services may contact the Accessibility Coordinator as well. The ASO is open 8:30 am – 4:30 pm, with flexible hours dependent upon student availability, year-round. To schedule an appointment, call 717.560.8200 ext. 5383 or email ASO@lbc.edu. Please click [Accessibility Services Disclosure & Intake Form](#) for more information about submitting appropriate documentation.

Financial Information

Solution Center (p. 228)

Doctoral Programs Tuition and Fees 22-23 (p. 228)

Seminary Programs Tuition and Fees 22-23 (p. 230)

Graduate Programs Tuition and Fees 22-23 (p. 231)

Financial Aid (p. 232)

Payment of Bill (p. 233)

Refund Policy - 8-week Courses (p. 234)

Refund Policy - 16-week Courses (p. 234)

Veteran's Educational Benefits (p. 235)

Solution Center

Students and guests are the number one focus at Lancaster Bible College | Capital Seminary & Graduate School. The Solution Center is your first stop for questions about billing, financial aid and registration as well as other general college questions.

At the Solution Center, students and guests receive help with changing their schedule, paying their bill, or finding a location on campus, just to name a few. The Solution Center works in coordination with the Business Office, the Financial Aid Office, the Registrar's Office, and other offices on campus to provide students and guests the best possible service by answering their questions or assisting them in finding the answers.

Students who need to add or drop a class, set up a payment plan, or check on their financial aid should stop by and talk with the helpful staff in the Solution Center, located in the lobby of the Esbenshade Enrollment Center and the lobby of the Charles Frey Academic Center. Students may also call 717.560.8254 or contact them by email, solutions@lbc.edu.

Doctoral Programs Tuition and Fees 22-23

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:

- Option 1: Payment for program in full prior to the start of the program.
- Option 2: Payments by Term: See payment due dates listed on your statement (approx. two weeks prior to the start of your first class each semester).
- Option 3: 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 \$500 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)	\$500
All Inclusive Program Cost (includes tuition and all fees)	<u>\$39,270</u>

PhD in Leadership

Non-refundable Program Deposit (due at time of acceptance)	\$500
All Inclusive Program Cost (includes tuition and all fees)	<u>\$39,270</u>

EdD in Educational Leadership

Non-refundable Program Deposit (due at time of acceptance)	\$500
All Inclusive Program Cost (includes tuition and all fees)	<u>\$37,400</u>

Doctor of Ministry

Non-refundable Program Deposit (due at time of acceptance)	\$500
All Inclusive Program Cost (includes tuition and all fees)	<u>\$21,080</u>

Students are responsible for travel costs associated with attending all residence experiences.

Additional Doctoral Program Fee

Fee Type	Cost
Extension Fee (after 5 years for PhD Biblical Studies; after 5 years for PhD Leadership; after 3.5 years for DMin, after 3 years for EdD)	\$1,000 per term

Seminary Programs Tuition and Fees 22-23

Tuition and fees for the student will not increase during their program as long as he/she remains continuously enrolled. Payment plans are available through the Solution Center at 717-560-8254, or email solutions@lbc.edu.

Tuition	Cost
Full-time tuition (9 or more credits per semester)	\$455 per credit
Part-time tuition (8 or less credits per semester)	\$535 per credit
Audit fee	\$300 per course

Prices do not include application fee, payment plan fee, books, add/drop fees or any other applicable fee.

Graduate Programs Tuition and Fees 22-23

Tuition and fees for the student will not increase during their program as long as he/she remains continuously enrolled. Payment plans are available through the Solution Center at 717-560-8254, or email solutions@lbc.edu.

Tuition	Cost
Full-time tuition (9 or more credits per semester)	\$455 per credit
Part-time tuition (8 or less credits per semester)	\$535 per credit
Masters of Social Work Program Full-time tuition	\$468 per credit
Masters of Social Work Program Part-time tuition	\$550 per credit

Student Fees

Fee Type	Cost
Application Fee	\$50
Student Service Fee*	\$150 (per semester)
Late Registration Fee	\$50
Readmission Fee	\$25
Account Service Fee	\$150 (one-time fee applied to any unpaid balance over \$500 each term)
Monthly Service Fee	\$50 (applied to any balance over \$100)
Return Check Fee	\$40
Schedule Change (add/drop)	\$15
Transcript Fee	\$8
Audit Fee	\$300 per course

Course Fees

CPS501 Orientation to Counseling & Psychology	\$65
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CPS525 Counseling & Psychological Assessment Techniques I	\$90
CPS551 Counseling & Psychological Assessment Techniques II	\$90
PSC523 Leadership & Advocacy	\$50
PSC601 Prof. Srv I in School CNS	\$50
PSC602 Prof School CNS Internship	\$50
Tevera Software Fee	\$215

*Student Service Fee includes access to Library, Computer Lab, as well as parking on campus.

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.

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.

Payment of Bill

Students are billed for tuition and other semester expenses (i.e. fees, room, board, etc.) at the beginning of the semester and may arrange to pay their accounts in one of the following ways:

Plan 1 - Pay your account in full by the due date for each semester located on your bill. Your statement includes total semester charges minus confirmed financial aid.

Plan 2 - You may set up a payment plan (to pay in full or monthly) using your bank account (savings or checking) or credit card with LBC's payment plan provider. Enrollment and service fees may apply. Visit the Student Portal and review the information under Statement and Billing Information. Before you begin, you will need to collect the following information:

- Student Name
 - Student ID Number found below the date on your statement
 - Balance due found on your statement.
 - Your financial information (Credit Card or Bank Account).
- o Returning users should use the same login from previous semesters.
 - o New users should follow the prompts to sign up.

Balance must be paid in full before beginning a new term. Still have questions? Visit the student portal for answers to some Frequently Asked Questions.

Students not enrolled in an approved payment plan will be assessed an account service fee of \$150 each semester as well as a monthly fee of \$50 for any balance over \$100.

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

Refund Policy - Global 8-week Courses

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

% of class completed	Refund	# of calendar days completed
0-10% of the course	100% refund	Day 1 - Day 5
11%-20% of the course	90% refund	Day 6 - Day 11
21%-30% of the course	75% refund	Day 12 - Day 17
31%-40% of the course	50% refund	Day 18 - Day 22
41%-50% of the course	25% refund	Day 23 - Day 28
51%-100% of the course	No refund	Day 29 - Day 56
Audit	No refund	All days

* Tuition only, fees are non-refundable

Refund Policy - Global 16-week Courses

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

% of class completed	Refund	# of calendar days completed
0-10% of the course	100% refund	Day 1 - Day 10
11%-20% of the course	90% refund	Day 11 - Day 22
21%-30% of the course	75% refund	Day 23 - Day 34
31%-40% of the course	50% refund	Day 35 - Day 44
41%-50% of the course	25% refund	Day 45 - Day 56
51%-100% of the course	No refund	Day 57 - Day 112
Audit	No refund	All days

* Tuition only, fees are non-refundable

Veterans Educational Benefits

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

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

Eligible students must apply for their benefits at the above website; submit their Certificate of Eligibility and LBC Application for VA Benefits to the LBC School Certifying Official at militarybenefits@lbc.edu. See this webpage for further information.

Lancaster Bible College will not impose any penalty, including the assessment of late fees, the denial of access to classes, libraries, or other institutional facilities, or the requirement that a covered individual borrow additional funds, on any covered individual because of the individual's inability to meet his or her financial obligations to the institution due to a delayed disbursement funding from VA under Chapter 31 or 33.

Students must maintain satisfactory academic progress according to their program's guidelines in order to maintain eligibility. Students must also communicate any changes of enrollment or change of program to the LBC School Certifying Official.

VA Training Time for Graduate/Seminary/Doctoral Students

The VA Training Time refers to how the Department of Veterans Affairs views your course load, in order to determine the amount of housing benefit you will be paid. When your GI Bill® benefit is certified, your school certifying official is required to report the number of credit hours you are taking and your training time for each enrollment period. Please see the paragraph below that reflects how your training time is calculated, based on the length of the enrollment period, level of study (graduate, seminary or doctorate), and the number of credit hours for full-time enrollment. Keep in mind that the VA training times indicated below are for the individual enrollment periods only. Each enrollment term must be considered individually and cannot be combined with other enrollment periods for the assignment of a training time.

VA Training Time at LBC | Capital

Level of Study	Length of Enrollment Period	# of Credit Hours for Full-time Enrollment
Doctoral	16-week semester	6 credits
Doctoral	8-week semester	3 credits
Seminary/Graduate	16-week semester	9 credits
Seminary/Graduate	8-week semester	4 credits

Please note that the above training times are designated for Veteran's Affairs benefits only and should not be used to calculate course loads for financial aid or outside scholarships. For all other purposes (i.e. confirmation of enrollments for lenders, insurance companies, etc.) enrollment status is determined not by individual enrollment periods, but by the entire semester. For LBC | Capital enrollment statuses, see the Student Classifications section of the catalog under Academic Definitions.

GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government Web site at www.benefits.va.gov/gibill.

Personnel Directory

Board of Trustees (p. 236)

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*Lancaster Bible College | Capital Seminary & Graduate School Graduate

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Zachary Ritvalsky, MAR
Vice President of Institutional Alignment

Timothy Torres, MDIV
College Pastor

Beau Walker, PhD
Vice President of Global Education

Tricia Wilson, MS
Provost

Judy Heckaman, BS
Assistant to the President

Academic Department Chairs

Under the direction of Provost Tricia Wilson, the following faculty chair the nine academic departments at LBC | Capital.

Arts & Sciences Department

Dr. Geoffrey Reiter

Bible & Theology Department

Dr. Sam Harbin

Business Administration Department

Mr. Martin Sauer

Church & Ministry Leadership Department

Dr. Esther Zimmerman

Communication & Media Arts Department

Mr. Ryan Geesaman

Counseling & Social Work Department

Dr. Ryan Kuehner

Education Department

Dr. Stacey Martin

Health & Physical Education Department

Dr. Vickie Byler

Music, Worship, & Performing Arts Department

Dr. Paul Thorlakson

LBC | Capital Faculty

*Lancaster Bible College | Capital Seminary & Graduate School Graduate

Distinguished Faculty

Ronald Gibson, ThD
 Harold Kime, EdD, DD*
 D. Bruce Lockerbie, DHL
 Johnny Miller, ThD
 Ray Naugle, EdD
 Stephen Nichols, PhD
 Peter W. Teague, EdD

Professor Emeritus

James Ayers, PhD
 Penny Clawson, EdD
 Diane Dick, PhD
 Raymond Ide, PhD
 Sherry Jones, DMin
 Miles (Skip) Lewis, EdD
 Gerald Lincoln, PhD
 Dale Mort, PhD
 Barry Packard, EdD
 Hal Pettegrew, PhD
 Kenneth Quick, DMin
 Robert Shelley, ThM
 Robert Spender, PhD
 Shirley Tucker, EdD
 Celeste Wynn, Hon DLitt

Full-time Faculty

Stephen Atherholt, MFA
 Clint Banz, ThM
 LaSondra Barnes, PhD
 Casey Barton, PhD
 Peter Beers, MS
 Sherry Bell, MEd, MA
 Ronald Belsterling, PhD
 Philip Bena, MA
 Anjanette Bender, JD
 Robert Bigley, DMA
 Robert Blanks, MDiv
 Michelle Bly, MA
 Melissa Boas, MEd
 Eric Brandt, MA*
 Robin Bronkema, PhD
 Aaron Brown, MDiv
 Anthony Bruno, MA
 Day Butcher, EdD
 Vickie Byler, EdD
 Jeremy Campbell, DBA
 Daniel Carver, PhD*
 Krissi Castor, MA*
 John Churchville, JD
 Shanika Churchville, MEd
 Ling Dinse, DSW
 Robert Dodson, EdD
 Sean Dougherty, MEd*

Mark Draper, PhD
Mark Farnham, PhD
Mary Ann Filler, MEd
Douglas Finkbeiner, PhD
Michael Freeman, EdD
Ryan Geesaman, MS
Tyler Gehman, MSW, LSW
Gordon Gregory, Jr., DTh*
Kevin Gushiken, PhD
Justin Harbin, PhD
Samuel Harbin, DMin
Christina Helfrick, DSW
Julia Hershey, EdD*
Deborah Hunt, MLS*
Victor Jacobs, PhD
Joseph Kim, PhD
Charleton King, EdD
Christine Kirkpatrick, EdD
Kyle Kouterick, PhD
Ryan Kuehner, PhD
Jeffrey Martin, MM
Stacey Martin, EdD
Mark Menga, PhD
Mark Meyer, PhD
Kurt Miller, DSW
Timothy Nicholls, PhD*
Joshua Novalis, MA
Sheila O'Gara, MA
Sophia Ogunlana, EdD*
Thomas Randolph, EdD
Geoffrey Reiter, PhD
Robert Reyes, PhD
Zachary Ritvalsky, MAR
Praveen Rudra, MA*
Martin Sauer, MBA
Edward Scheuerman, DMiss
Thom Scott, MA
Jonathan Shacklett, MA*
Amy Sagen, DSW, LSW
Timothy Shea, PhD*
Ryan Shenk, MA*
Tony Shetter, PhD*
Rachel Sidebothom, MMus*
John Soden, PhD
Tanya Solomon, PhD
Rebekah Strangarity, MA*
Jevon Thompson, MPA
Paul Thorlakson, DMA
Lisa Witmer, MSW, LSW
Mary Yager, MSW
Esther Zimmerman, PhD*
Amanda Zuschmidt, MEd*

Part-time Faculty

Erin Dimitirou-Smith, BS
Bruce Gerlach, DMA
Gwen Shenk, MS
Timothy Sidebothom, PhD

Contacts Directory

To access information about these academic services, use the search function on the LBC website (lbc.edu) or access the Student Portal.

Academic Mentoring Servicesallycenter@lbc.edu 717.560.8200 ext. 5389

Accessibility ServicesASO@lbc.edu 717.560.8200 ext. 5383

Ally Center - Lancasterallycenter@lbc.edu 717.560.8210

Ally Center - DCAllyDC@lbc.edu

Ally Center - PhiladelphiaAllyPhilly@lbc.edu 215.329.5400 ext. 5752

Bookends Bookstorebookstore@lbc.edu 717.560.8242

Center for Calling & Careercalling@lbc.edu 717.560.8200 ext. 5625

Counseling & Care Center - Lancasterc3@lbc.edu 717.560.8200 ext. 5581

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

Financial Aidfinancialaid@lbc.edu 717.560.8254

Health & Wellness Center - Lancasternurse@lbc.edu 717.560.8215

Help Desk - Information Systemshelp@lbc.edu 717.560.8200 ext. 4357

Library - Lancastercircdesk@lbc.edu 717.560.8250

Library - DCcircdesk@lbc.edu 301.552.1400

Library - Philadelphiacircdesk@lbc.edu 215.329.5400

Public Safety - Lancaster717.560.8200 ext. 8247

Registrar's Officeregistrar@lbc.edu 717.560.8200 ext. 5259

Solutions Centerssolutions@lbc.edu 717.560.8254

Writing Services - Lancaster717.560.8200 ext. 5389

Writing Services - DCAllyDC@lbc.edu

Writing Services - PhiladelphiaAllyPhilly@lbc.edu 215.329.5400 Ext. 5752

Academic Calendar

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