

**Lancaster Bible College @
Memphis Center for Urban
Theological Studies**

Academic Brochure

2016-2017

Lancaster Bible College is accredited by the Middle States Commission on Higher Education (MSCHE) and the Association for Biblical Higher Education (ABHE), and is approved by the Association of Christian Schools International (ACSI). Lancaster Bible College is also an affiliate member of the Council for Christian Colleges and Universities (CCCU). Lancaster Bible College does not discriminate on the basis of race, color, national origin, gender, or disability.

- **Middle States Commission on Higher Education (MSCHE)**
3624 Market Street, Philadelphia, PA 19104
267.284.5000
info@msche.org
- **The Association for Biblical Higher Education Commission on Accreditation (ABHE)**
5850 T.G. Lee Blvd., Suite 130, Orlando, FL 32822-1781
401.207.0808
info@abhe.org

Lancaster Bible College is approved by the United States Department of Justice for the training of nonimmigrant international students.

The College is also 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 authorized by the Tennessee Higher Education Commission. This authorization must be renewed each year and is based on an evaluation by minimum standards concerning quality of education, ethical business practices, health and safety, and fiscal responsibility.

Lancaster Bible College abides by all Equal Opportunity Laws.
<http://www.eeoc.gov/employers/index.cfm>

LBC @ MCUTS
1548 Poplar Ave.
Memphis, TN 38104

TABLE OF CONTENTS

Preface.....	6
I. Welcome to LBC@MCUTS	6
Mission, Vision, History.....	8
Statement of Faith	8
Facilities and Equipment.....	10
II. Accelerated Undergraduate Degrees and Our Calendar	11
What Are Accelerated Undergraduate Degrees?	11
Institutional Calendar	11
FAQs.....	12
III. Academic Programs (Admissions, Curriculum, Graduation, Withdrawals).....	14
Mission Statement.....	14
Purpose Statements	14
Core Knowledge and Skills	14
Admission Standards	14
AUD Application Process.....	16
Placement Testing.....	16
AUD Provisional Acceptance	16
Curriculum	16
Textbooks and Materials.....	18
Student Expectations.....	19
Student Evaluation	19
Written Assignments.....	19
Grading Across the Curriculum	20
Take-home Final Project.....	20
Academic Honesty	21
Academic Help.....	22
Faculty Qualifications	22
Christian Service.....	22
Graduation Requirements	23
Graduation Ceremonies & Honors.....	25
Withdrawal and Readmission to the Institution.....	25
IV. Finances	26
Tuition and Fees.....	26
Student Service Fee.....	26
CPL Evaluation Fee	26
Graduation Fee.....	26
Total Cost of Programs	26
Payment Due Dates.....	26
Student Financial Assistance	26
Free Application for Federal Student Aid.....	27
Grant Assistance	27
Loan Assistance	27
Other Assistance	27

LBC Scholarships	28
Financial Aid Eligibility	28
Re-establish Eligibility.....	28
General Information.....	28
Payment Plan	28
Refunds	28
Withdrawal from Course: Impact on Financial Assistance	29
Withdrawal from Program: Impact on Financial Assistance	30
Readmission.....	30
Questions.....	30
V. Academic Policies.....	31
Academic Credits.....	31
Evaluation of Prior Credit.....	31
Credit for Prior Learning	31
Transfer of AUD Credits	31
Course Attendance	32
Attendance Policy	32
Late Work Policy	32
Auditing a Course	33
Grading System.....	33
Incomplete Grades	34
Academic Appeal Process.....	34
Academic Probation & Dismissal.....	35
Withdrawal from Course.....	35
Course Repetition Policy	35
Library.....	36
Calendar and Student Load.....	36
Time Limit	36
Registration / Orientation Nights	36
Learning Disabilities.....	36
Student Progress Records (Academic Transcripts).....	37
VI. Student Life Policies.....	38
Community Standards.....	38
Harmful Products, Illegal Drugs and Substances	38
Church Attendance.....	38
Computer Acceptable Use Policy (AUP)	38
Dress Code	39
Ethnic Intimidation Act of 1982	39
Gambling.....	40
Conduct Probation or Dismissal	40
Conditions for Re-admission – see, page 28	
Personal Bible Study.....	40
Injury to Self or Others	40
Respect for Authority.....	41
Chapel/Classroom Etiquette.....	41
Sexual Purity.....	41

Social Networking	41
A Final Thought.....	41
Student Rights	41
Student Complaint Policy and Procedures.....	41
FERPA	43
Cancellation of Classes	45
Refreshments.....	45
Health Insurance	45
Lost & Found	45
Student Identification Cards	45
Visitors.....	46
Cell Phones and Pagers in Class	46
Web Resources for Adult Students	46
VII. Course Descriptions	47
VIII. Administration, Staff, Faculty, Cabinet, and Trustees	58

ACCELERATED UNDERGRADUATE DEGREES LBC@MCUTS BROCHURE

PREFACE

This brochure is for students in Lancaster Bible College's Accelerated Undergraduate Degrees (AUD) @ The Memphis Center for Urban Theological Studies (MCUTS). This brochure will serve to introduce the program and to provide you with information about curriculum, faculty, policies and procedures, student life, and finances relating to the program. To obtain further information, please visit the LBC@MCUTS Office 1548 Poplar Ave. Memphis, TN 38104 or contact us at 901-324-2014 or www.mcuts.org.

I. WELCOME TO LANCASTER BIBLE COLLEGE

We welcome you to Lancaster Bible College and to Accelerated Undergraduate Degrees, where your goal of completing a certificate, associate's degree, or bachelor's degree can be realized. Lancaster Bible College is a nondenominational Bible College and its main campus is located in Lancaster, Pennsylvania, and is accredited by the Middle States Association of Colleges and Schools and the Association for Biblical Higher Education to award associate's and bachelor's degrees.

Lancaster Bible College offers an education with a distinctive purpose. The College desires not only to impart knowledge, but also to teach biblical values and living. This brochure is your source of information regarding our standards and regulations. There are four major reasons for our policies:

Biblical Absolutes

The direct commands of God in the Bible are part of the student lifestyle. These commands are absolute and do not vary with time or culture. Some of them deal with behavior and others with attitudes. For example, stealing, drunkenness, dishonesty, cheating, and adultery are forbidden. Attitudes such as rebelliousness and jealousy also displease God. Though we deal primarily with behavior, we are also very concerned about attitudes and motivation. Kindness, humility, patience, love, and forgiveness are commanded by God and it is expected that these attitudes will be demonstrated in our College community.

Biblical Principles

God's Word teaches us principles, the application of which can vary with time, culture and interpretations. It is the College's responsibility to decide on a lifestyle that will be moderate in our culture and supportive of all biblical principles. For example, the use of drugs is prohibited in keeping with the principle that we are to guard our bodies from harmful practices (1 Corinthians 6:19-20). Sunday is a special day of worship and rest. We desire a moderate dress code, applying principles of modesty and appropriateness (1 Timothy 2:9).

Individual Responsibility

The application of many biblical principles is an administrative decision, but some practices are left for individual application. For example, personal daily devotions are encouraged, but the time, place, and method are your choice. You are also given the responsibility of applying

biblical principles to many of your own life situations, such as dating and life in society. The College does not regulate the amount of time you are to spend studying. In these areas the overriding principles are Christian freedom and individual responsibility (Galatians 5:13).

Administrative Policies

In order to maintain general order and harmonious relationships, regulations for conduct are established. These policies also promote cooperation and protect the rights of individuals. Scripture sets forth principles such as modesty and appropriateness of dress, but the application of these is not precisely defined. Therefore, specific guidelines are chosen for their fairness and convenience to administer. The College administrators and faculty have a deep sense of responsibility for the fulfillment of your total growth. Faithful adherence to the College standards is a matter of personal honor and obedience to God-ordained authority (Hebrews 13:17).

MCUTS PRESIDENT'S WELCOME

Welcome to the 2016-17 academic year. I am thrilled that you have chosen MCUTS@LBC as a part of your lifelong journey in education. It is a privilege to serve churches and ministries in Memphis and the Mid-South by providing biblical training for those God has called into ministry. I trust that your time with us will be a time of rich personal and spiritual growth.

We have five objectives at MCUTS that affect you directly as a student:

1. Practical – Theory is important, and you'll get theory at MCUTS@LBC, but we highlight the practical because we think learning from experienced practitioners – ministers of the Gospel who have been in the trenches – is incredibly important, especially for ministry in the 21st century. As a result, our curriculum is weighted towards real world application.
2. Biblical – The Scriptures are our authority both in and out of the classroom, and shape all of our courses. You will learn from pastor-scholars who hold the Bible as the definitive, revealed word of God and thus authority in life.
3. Affordable – Being equipped for ministry shouldn't cost a fortune, and we are committed to making your education affordable.
4. Accessible – Our programs are designed with adult learners in mind, steeped in adult learning theory, and built for students who are leading ministries, families, workplaces and churches in the midst of their studies. From scheduling to curriculum, this shapes all of our programs.
5. Accredited – We believe in the value of peer-reviewed accreditation – it makes our programs, and your education, better. Our partnership with Lancaster Bible College means that your degree is accredited regionally and by the Association of Biblical Higher Education.

All of us at MCUTS – faculty, staff, and board – consider it an immense privilege to serve you as you seek your education here. Please contact us if you have questions or need assistance. Welcome to MCUTS@LBC. May God grant you the grace to grow in faith and knowledge, to serve His kingdom in Memphis and beyond.

In His grip,

Joseph W. Caldwell, D.Min.
President of MCUTS

Lancaster Bible College Mission, Vision, and History

Our Mission

At Lancaster Bible College, our focus is on your journey to fulfill God's purpose for your life. Our mission has remained constant for over 80 years: to educate Christian students to think and live a biblical worldview and to proclaim Christ by serving him in the Church and society.

Our 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.

Our History

Lancaster Bible College was founded by Henry J. Heydt in September 1933. Eight day students and 14 evening students were enrolled in the original class, which met in the Convention Hall at West Orange and Pine Streets in Lancaster. William J. Randolph '50 succeeded Heydt as president. From 1954-61, President Randolph moved the school toward accreditation, and the size of the campus grew, initiated by a gift of land in 1957 from Mr. and Mrs. J. Martin Esbenshade.

In 1961, the school's academic dean, Stuart E. Lease, was elected president. During his seventeen-year presidency, the student body grew to more than 400 students, and the campus expanded to 36 acres. Finally, in 1973, the school earned provisional approval to grant the degree of Bachelor of Science in Bible, and the school officially became Lancaster Bible College (LBC).

When Dr. Gilbert A. Peterson began his duties as president in 1979, he focused on debt reduction. Within five years, LBC raised more than \$500,000 toward financial stability and more than \$1.5 million toward the school's endowment. Additional land was purchased, bringing the campus size to 100 acres.

In 1999, Dr. Peter W. Teague became LBC's fifth and current president. Since then, the Good Shepherd Chapel, Olewine Dining Commons, and Peterson Hall were completed. In February 2007, the Middle States Commission on Higher Education approved LBC's offering the Bachelor of Science in Bible degree completely online.

Statement of Faith

Lancaster Bible College | Capital Seminary and Graduate School maintain an unqualified commitment to a historic, orthodox position on essential doctrines of the faith as expressed in this document. A statement of faith is central to the institution's identity, serving as a unifying and clarifying document in an age of theological shifting and confusion. Hermeneutically, we approach 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.

LBC@MCUTS Facilities and Equipment

The campus of Lancaster Bible College (LBC) in Memphis is operated in partnership with Memphis Center for Urban Theological Studies (MCUTS) and is known as LBC@MCUTS. The campus of LBC@MCUTS is located at 1548 Poplar Avenue in Memphis (38138), which is a facility owned by Memphis Leadership Foundation. This location is conducive for the mission of LBC@MCUTS as it is easily accessible to our students, is nearby the city and many urban Christian ministries and churches, and is within a facility that fosters opportunities for partnership with other Christian non-profit organizations.

The campus of LBC@MCUTS utilizes more than 7000 square feet of space, which is located on two different floors of the building (first and third floors). The campus includes five classrooms, which comprise just under 3000 square feet, and eight offices and a meeting space that are just over 3000 total square feet. The campus library, which is almost 900 square feet, houses a 9500 volume physical library. Students also have access to over 500,000 items in the LBC campus system, including over 300,000 electronic books, and over 80 subscription online databases. The library also contains a student study area. The campus computer lab, which is adjacent to the library, offers students ten computers for access to the internet, student accounts, completing assignments, and printing services.

LBC@MCUTS utilizes the larger classrooms and spaces for student life events, such as chapel services, special event dinners and fellowships, and various academic services. Off-campus facilities are used for graduation and some other large-scale events. The use of space at partner churches, for such events, helps expand our campus operation.

The campus is surrounded with ample parking spaces, including handicapped spaces, for the student body, allowing them easy access to the building. Bus routes and services allow students an option of public transportation.

II. ACCELERATED UNDERGRADUATE DEGREES AND OUR CALENDAR

WHAT IS AN ACCELERATED DEGREE PROGRAM?

Accelerated Undergraduate Degrees serve mature adults who would like to do certificate, associate's or bachelor's level studies in the evening. LBC's Accelerated Undergraduate Degrees students typically are employed full-time during the day, thus the program is offered in the evening.



ON CAMPUS

Attending one night per week over a 12 month period provides the student with the opportunity to usually earn 27 semester hours of credit in class and receive up to as many as 30 additional semester hours in Credit for Prior Learning. Classes are taught in a manner that is conducive to learning for adults. An atmosphere of shared family, career, and age interests develops among the adult students.

INSTITUTIONAL CALENDAR

AUD operates year-round on a semester hour basis within 3 academic terms per year.

August 2016

- 15 New Students' Financial Aid Deadline (for Fall Session 1)
- 22 New Students' Orientation (for Fall Session 1)
- 30 Fall Session 1 Classes Begin
- 30 – Sept. 2 Fall Session 1 Add/Drop Period

September 2016

- 5 Labor Day—*Offices Closed*
- 19 New Students' Financial Aid Deadline (for Fall Session 2)
- 26 New Students' Orientation (for Fall Session 2)
- 29 Fall Session 1 Classes End

October 2016

- 4 Fall Session 2 Classes Begin
- 4-7 Fall Session 2 Add/Drop Period

November 2016

- 3 Fall Session 2 Classes End
- 8 Fall Session 3 Classes Begin
- 8-11 Fall Session 3 Add/Drop Period
- 21-25 Thanksgiving Break—*No Classes*

December 2016

- 15 Fall Session 3 Classes End
- 27 New Students' Financial Aid Deadline (for Spring Session 1)
- 19 – Jan. 8 Christmas Break—*No Classes*

January 2017

- 5 New Students' Orientation (for Spring Session 1)
- 10 Spring Session 1 Classes Begin
- 10-13 Spring Session 1 Add/Drop Period
- 16 Martin Luther King, Jr. Holiday—*Offices Closed*
- 30 New Student Financial Aid Deadline (for Spring Session 2)

February 2017

- 6 New Student Orientation (for Spring Session 2)

9	Spring Session 1 Classes End
14	Spring Session 2 Classes Begin
14-17	Spring Session 2 Add/Drop Period
March 2017	
16	Spring Session 2 Classes End
21	Spring Session 3 Classes Begin
21-24	Spring Session 3 Add/Drop Period
April 2017	
14-16	Easter Holiday— <i>Offices Closed</i>
17	New Students' Financial Aid Deadline (for Summer Session 1)
20	Spring Session 3 Classes End
24	New Student Orientation (for Summer Session 1)
May 2017	
1	Graduation Ceremony
2	Summer Session 1 Classes Begin
2-5	Summer Session 1 Add/Drop Period
22	New Students' Financial Aid Deadline (for Summer Session 2)
29	Memorial Day— <i>Offices Closed</i>
31	New Student Orientation (for Summer Session 2)
June 2017	
1	Summer Session 1 Classes End
6	Summer Session 2 Classes Begin
6-9	Summer Session 2 Add/Drop Period
July 2017	
4, 6	Independence Holiday— <i>No Classes (Offices Closed July 4)</i>
13	Summer Session 2 Classes End
18	Summer Session 3 Classes Begin
18-21	Summer Session 3 Add/Drop Period
August 2017	
17	Summer Session 3 Classes End

Frequently Asked Questions (FAQs)

Q) Are you accredited?

Yes, at the state, regional and national levels. The United States Federal Government fully recognizes this accreditation.

Q) How soon can I finish my degree? How many courses will I need to take?

While this answer varies based on how many credits you transfer to us, if any, students are able to earn our associate's degree in as few as 5 courses, and our bachelor's degree in as few as 10 courses if you have credit already earned. You may also be able to accelerate your time to graduation by earning academic credits for your life experiences through our Credit for Prior Learning (CPL) evaluation process.

Q) How do I earn those credits for my life experiences? What types of life experiences do I need to have had?

We will ask you to complete an application, and then provide external documentation, of your experiences and training that might qualify.

Q) Can I transfer credits from _____ ?

Equip/Biblical Enrichment Institute (of LBC)

Downline Ministry (Tennessee)

Methodist Church Health Network (Tennessee)

DeVos Urban Leadership Initiative (Tennessee)

Urban Youth Initiative (Tennessee)

Military experience/training

Other designated ministry partners.

YES ! We have special relationships with each of those institutions and look forward to explaining how LBC@MCUTS can help you complete a degree that you've started with transfer credits from any of those institutions.

Q) What can I study? What are your majors?

Our majors include Bible and Human Services.

Q) What career(s) will your degree prepare me for?

Our goal is to prepare you for various careers in the church and in society. A career counselor will gladly assist you in further investigating career options.

Q) Will you help me to find a job after I graduate?

We offer no formal placement assistance to our current students or graduates, but we can guide you on where to find such assistance.

Q) How much will it cost for me to complete my studies with LBC@MCUTS?

While your total cost will depend on how many courses remain for you to take with us, our standard tuition rate is \$430 per credit hour. Your enrollment agreement with us will specify what it will cost to complete your degree program. We also offer financial aid assistance tailored to your needs.

III. ACADEMIC PROGRAMS

(Admissions, Curriculum, Graduation Requirements, Withdrawals, and Readmissions)

MISSION STATEMENT

Lancaster Bible College exists for the purpose of educating Christian men and women to live according to a biblical worldview and to serve through professional Christian ministries. In keeping with the mission statement of the College, our Accelerated Undergraduate Degrees offers opportunities for education and training for ministry to Christian adults without requiring them to sacrifice their current commitments to work, family, church or community.

PURPOSE STATEMENTS

Within Lancaster Bible College there are three overarching areas; Bible and Theology, the Arts and Sciences, and professional departments. Accelerated Undergraduate Degrees includes courses from each of these areas. The Bible and Theology courses teach students the Bible and Christian Doctrine while encouraging proper application of hermeneutics and theology to their worldview and ministry. The Arts and Sciences courses enhance wisdom and faith through teaching students how to think critically, communicate effectively, and delight in the breadth of God's creation. The Ministry courses come out of the Professional departments and are designed to develop skills that will enable students to effectively minister to others in a variety of ways.

CORE KNOWLEDGE AND SKILLS

A graduate of Lancaster Bible College will:

1. Demonstrate proficiency in knowing, interpreting, integrating, and applying 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.



ACCELERATED UNDERGRADUATE DEGREES ADMISSIONS REQUIREMENTS

For all applicants:

- Must be a high school graduate (including those who've earned a high school equivalency diploma) and have life and work experiences corresponding to those who

have taken on the responsibilities of adulthood (typically working full-time, and/or married, and/or those caring for parents and/or their own children).

- [LBC@MCUTS Application](#) (which includes a writing sample essay question asking you to write your personal testimony showing commitment to Jesus Christ as your personal Savior)
- Application fee (\$25 added to your first tuition bill. \$15 for former LBC students. \$0 for current LBC students).
- A completed [Reference](#) from a church pastoral staff member, or deacon/elder, or Sunday School/Small Group leader/teacher.
- Those students for whom English is a second language must demonstrate proficiency in English through the Test of English as a Foreign Language (TOEFL) exam. Minimum scores are as follows: 69 for internet-based, 193 for computer-based, and 523 for paper-based.
- For students residing outside of the USA who desire to study on LBC's campus using a Student Visa, please contact the LBC [traditional undergraduate program](#).

Additional requirements for specific curricular options:

Bachelor's Degree

- Official undergraduate transcripts, if any. We require that official transcripts from all previous undergraduate schools attended be sent to us.
- 1.5 GPA cumulative, from all previous undergraduate course work, if any, for those transferring in up to 71 credits; 1.75 GPA cumulative, from all previous undergraduate course work for those transferring in 72 to 90 credits.
- High school transcript(s) or equivalent (GED) or 12 accredited college transfer credits. High school transcript(s) or equivalent (GED) must be provided if requested/needed for Federal Financial Aid (FAFSA) verification.

Associate's Degree

- High school transcript(s) or equivalent (GED) or 12 accredited college transfer credits.
- Official undergraduate transcripts, if any. We require that official transcripts from all previous undergraduate schools attended be sent to us.
- 1.5 GPA cumulative, from all previous undergraduate course work, if any, for those transferring in up to 35 credits; 1.75 GPA cumulative, from all previous undergraduate course work for those transferring in 36 to 46 credits.

2nd Degree

- Official transcripts showing completed bachelor's degree in a non-Bible major from an accredited college/post-secondary institution.
- High school transcript(s) or equivalent (GED) must be provided if requested/needed for Federal Financial Aid (FAFSA verification).

Certificate in Bible

- Official undergraduate transcripts, if any. We require that official transcripts from all previous undergraduate schools attended be sent to us.
- High school transcript(s) or equivalent (GED) must be provided if requested/needed for Federal Financial Aid (FAFSA verification).

Non-Degree (for credit)

No additional requirements

Audit (for Continuing Education Units - CEUs)

No additional requirements

AUD APPLICATION PROCESS

To learn more about Accelerated Undergraduate Degrees, we suggest prospective students set up an appointment to speak with a member of the program staff to ask questions and receive further information to make a decision about the program.

Once you have become familiar with the program and have decided to apply, take the following steps:

- Complete the admissions application
- Request a church pastoral staff member (or elder, or Sunday School/Small Group leader) to complete the reference form
- Request all official undergraduate transcripts be sent to LBC@MCUTS.

Placement Testing

All applicants will be required to complete an online assessment of their basic education. This assessment is to be completed on campus and scheduled through MCUTS' Admissions Office. Part of the assessment will test the applicant's writing proficiency, which will then be reviewed by an expert in the field to determine whether developmental course work is required.

MCUTS currently offers two 5-week courses in developmental English that are offered in consecutive sessions of every academic term. These courses are designed to help students succeed in the college's English composition and research courses, as well as to assist them in producing quality written assignments across the curriculum. Students needing these courses should take them during their first term of enrollment. Should it be determined after a thorough assessment that applicants need more preparatory coursework than MCUTS offers, they may be asked to seek it elsewhere before beginning their studies at MCUTS.

AUD Provisional Acceptance

Students who apply but who do not meet all the stated standards (e.g., lower incoming cumulative GPA, etc.) in any of the required areas will be presented to our admissions appeals committee, and may be granted provisional acceptance upon the strength of the appeal/rationale and other evidences provided by the prospective student.

CURRICULUM

Accelerated Undergraduate Degrees is designed to help the student complete a certificate, associates or baccalaureate degree.

There are six specific program options and several opportunities for electives within Accelerated Undergraduate Degrees. They are broadly described here, with specifics presented within the graduation requirements section of this brochure.

Bachelor of Science in Bible

This option is designed for those who desire to earn a bachelor's degree in Bible. For those entering our program without any prior Bible or theology credits, they will take all the Bible, theology, and ministry courses, as well as general education and elective courses, needed to graduate with a degree in Bible. For those who transfer in some Bible or theology credits, they will complete the remaining hours in that area, as well as the needed elective credits and arts and sciences classes needed for graduation.

The curriculum emphasizes solid biblical content, basic Bible doctrine, practical ministry skills, and essential understanding of the humanities. The purpose of the curriculum is to equip Christians to serve Christ and His church more effectively in various ministry roles. The B.S. in Bible is 120 credits.

Bachelor of Science in Human Services

This option is designed for those who desire to earn a bachelor's degree in Human Services. This is a pre-professional course of studies designed to help the student work in the helping professions. It helps to prepare graduates to assume positions in the human service field and to pursue graduate degrees. The B.S. in Human Services is 120 credits.

Second Degree (Bachelor of Science in Bible)

This option is for those already holding a bachelor's degree in another field. The completion of 30 credits in Bible and theology will earn the student another bachelor's degree, a Bachelor of Science in Bible.

Associate of Science in Bible

The Associate of Science in Bible option is designed for the student who wants two years of biblical education along with the opportunity for specific concentrations (12 elective credits) and taking general education courses. The electives may be fulfilled with courses from any or just one of the college's academic departments. The associate degree in Bible program utilizes an interdisciplinary approach and is aimed to help students design a course of study that coincides with their academic interests and ministry preparation. The A.S. in Bible is 61 credits.

Certificate in Bible

This option is for those who wish to further their Bible knowledge on a college level but do not necessarily desire or need an associates or bachelor degree. The certificate program is ideal for those seeking to serve on the mission field who need a specified amount of Bible training or for those who seek to become a more active and capable servant-leader in their church or ministry organization. This one-year certificate is a recognized academic achievement and the 30 credits earned in this certificate program are transferable college credits. No prior college credit is required for admission into this option. The Certificate in Bible is 30 credits.

Non-Degree (for credit)

This option is for those who would like to only take a few courses for credit for professional development, not leading to any specific certificate or degree. Any courses may be chosen, provided course specific prerequisite requirements have been satisfied.

LBC@MCUTS offers college-level courses to members of the community who are not formally admitted as degree-seeking students. Just about everyone can take non-degree

courses: businessmen and women, housewives, professional individuals, blue collar workers, and others who want to study the Bible or a general arts course from a biblical perspective.

Non-degree students include: Adults in the community, LBC Alumni, Ministry Enhancement students, Audit-only students, employees of LBC@MCUTS, spouses of students or employees, adult community members, others approved to attend through this program.

What classes can I take? A non-degree student may not take more than 9 credits per term. Courses requiring a prerequisite are noted as such.

Independent & Directed Study/Distance Learning Policies & Programs

At this time LBC@MCUTS students do not take distance learning nor directed study courses in their curriculum. Only if one student needs a course in order to graduate on time might an independent section of a course be offered.

Policy and combinations of Double majors/dual degrees

At this time LBC@MCUTS students do not earn a double major nor a dual degree through the curriculum.

Practical Training/Internship/Externship Courses and Policy

LBC@MCUTS students may take internship courses if they offered by the institution as an elective.

Practicums

Only students in the Human Services major take a total of 3 credits worth of practicums. Our practicum courses have significant class time experiences, coupled with some visitations to human services agencies. Role play, etc., are used during class time.

Policy and all professional Internship/Clinical Pastoral courses

At this time it is only the LBC@MCUTS students in the Human Services B. S. program that take internships as a required part of their program.

Basic skills, deficiency, developmental courses, and policy

At this time LBC@MCUTS students are offered developmental courses in English only. Students with deficiencies in other basic skills are encouraged to seek out developmental courses from their local community college.

TEXTBOOKS AND MATERIALS

1. Course textbooks and materials will be handled via loaner copies (check-in and check-out basis) for each course. Textbooks will be disseminated on or prior to the first meeting of each course, and they will be collected when the course is over. Students will need to hand in the books from their current course in order to receive the books for the next course. Any textbooks that are significantly damaged or are lost will result in a financial liability for the student, which must be taken care of prior to receiving the textbooks for the next course. If a student is absent when books are disseminated or collected, then he or she needs to contact the book manager to make arrangements to do this.

2. If a student drops or withdraws from a course, then it is expected that the course textbook(s) and materials will be returned. If they are not, then the student will be liable for the cost of those items.
3. The cost for book “rentals” is included of as part of the student’s tuition and fees.
4. If a student wishes to write in a book and/or intends to keep it upon the completion of the course, then he or she is encouraged to place an order with a bookstore or an online bookseller. Since the cost of book rental is already a part of a student’s tuition and fees, there is no refund for students who choose to purchase books on their own.

LBC@MCUTS STUDENT EXPECTATIONS

The following are general student expectations here at MCUTS@LBC and are indicators of their commitment to learning and being successful in the course:

1. Students are to attend and be on time for all their classes.
2. Students are to complete all the work assigned in their classes.
3. Students are to submit work on time. However, if an assignment is going to be submitted late, the student will contact the instructor beforehand.
4. Students should not expect extra credit work that is not available to all other students.
5. Students should not expect instructors to change grades unless there is academic merit for doing so.
6. Students should be people of integrity in all they say and do, including their academic work.

STUDENT EVALUATION

Written Assignments

The student will be responsible for completion of all weekly assignments, including reading, written work, and quizzes as indicated in the Student Guide (syllabus) for each course. In the case of a missed assignment, the student, at the discretion of the instructor, will make up the material. All late work will be handled under the supervision of the instructor.

In order to signal its continuing concern for effective student writing, students should expect all courses to include a writing component. That writing component is usually in the form of a take-home final paper (see below). All written projects must be produced according to the thesis style set forth by the Modern Language Association (MLA). AUD recommends the following websites for MLA: www.mla.org and <http://owl.english.purdue.edu/owl/resource/557/01/>

For additional guidance on the MLA style, students should consult the *MLA Handbook for Writers of Research Papers*, copies of which can be purchased through the Program Office or can be consulted in the LBC Library. Students may also wish to take advantage of a service provided by The Landmark Project. Landmark’s Citation Machine allows you to type in bibliography information and receive a works cited page in proper MLA format for printing or to be cut and pasted. This service may be accessed at <http://citationmachine.net/index.php>.

While not all formatting guidelines will apply to all assignments, the student should follow the prescribed format as much as possible. Any questions concerning MLA and LBC@MCUTS guidelines to be used for specific assignments should be directed to the instructor of the course. Points can be deducted for not following appropriate MLA/LBC guidelines. Points may also be deducted for grammar, punctuation, sentence structure, and other issues concerning writing style. When submitting assignments, including final projects, simply staple the pages in the upper left-hand corner. If there are too many pages for one staple, consider dividing the project into sections and stapling each section. **Do not** submit assignments in any type of folder or binder unless specifically instructed to do so by the professor. We often must mail final exams to instructors and folders do not fit in the mailing envelopes. Plus, if we separate the pages from the folder in order to mail your assignment, we cannot guarantee you will get your folder back.

A college degree presupposes the ability to properly communicate in both written and oral formats. It is to that end that it is vital that instructors grade not only the content of a given assignment, but the quality of the communication process as well.

Grading Across the Curriculum

The key question that constantly confronts the curriculum in our rapidly changing society is “What educational qualities will allow an individual to succeed and thrive in the unfolding future?” In reviewing literature on the subject, ten skills rise to the top. These skills we have titled “Ten Across” as they are skills that you will be expected to exhibit across the curriculum, i.e., in every course. More than anything else, these are the skills Lancaster Bible College seeks to enhance across the curriculum in our degree completion program. They are as follows:

1. The ability to see things from the perspective of a Christian worldview.
2. Skill in ethical thought and action.
3. Values and skills necessary for lifelong learning.
4. The ability to read complex materials with comprehension.
5. Skill in thinking critically concerning ideas and performance (i.e. reflective practice).
6. Skill in problem solving and decision-making.
7. The ability to communicate effectively through writing.
8. The ability to communicate effectively orally.
9. The ability to find needed information (sometimes called information literacy).
10. The ability to work effectively in teams.

You, as a student, need to be aware of these ten items. When you read through course objectives, you should automatically add the Ten Across. When you write papers, give presentations, do research, or discuss case studies, remember that your facilitator will be looking for skill development in these ten areas in addition to the specific course objectives.

Take-home Final Project

Students must complete a Take-home Final Project for most courses. The student may use any material in writing the Final; however, every word, unless referenced or quoted with appropriate credits, must be that of the student submitting the assignment. As they progress through the course, students are encouraged to take notes on how they will respond to the Take-home Final. This includes making notations in their class notes.

The Take-home Final Project should be a consideration of guidelines, principles, and concepts learned in the course, and an application of these principles. The Student Learning Outcomes for

each course become the basis for the requirements in the Take-home Final at the discretion of the instructor.

The Take-home Final is to be submitted on the date designated by the instructor, which is usually 3-5 days after the final class meeting. Only in an emergency situation will a professor accept a late Take-home Final. Any penalty will then be determined by the faculty member after consultation with the Director of the program.



ACADEMIC HONESTY

As followers of Christ, Christians need to be fully committed to honesty and truthfulness in all aspects of life, including academic life. Therefore, any type of academic dishonesty will not be tolerated. Students are responsible for knowing the academic integrity policy and may not use ignorance of the policy as an excuse for dishonesty.

Academic dishonesty includes, but is not limited to, the following types:

- **Cheating.** Using or attempting to use unauthorized materials in any academic exercise or having someone else do work for you. Examples of cheating include looking at another student's paper during a test, bringing an answer sheet to a test, obtaining a copy of a test prior to the test date or submitting homework borrowed from another student.
- **Fabrication.** Inventing or falsifying information. Examples of fabrication include inventing data for an experiment you did not do or did not do correctly or making reference to sources you did not use in a research paper.
- **Facilitating academic dishonesty.** Helping someone else to commit an act of academic dishonesty. This includes giving someone a paper or homework to copy from or allowing someone to cheat from your test paper.
- **Plagiarism.** Using the words or ideas of another writer without attribution, so that they seem as if they are your own. Plagiarism ranges from copying someone else's work word for word, to rewriting someone else's work with only minor word changes, to summarizing work without acknowledging the source.
- **Multiple submission.** Submitting work you have done in previous classes as if it were new and original work. Although professors may occasionally be willing to let you use previous work as the basis of new work, they expect you to do new work for each class. Students seeking to submit a piece of work to more than one class must have the written permission of both instructors.
- **Deception and misrepresentation.** Lying about or misrepresenting your work, academic records or credentials. This includes work in collaborative projects where a student takes credit for work done by others but he or she did not do his or her share.
- **"Carelessness."** When does carelessness become dishonesty? Students sometimes make minor mistakes in completing academic assignments. Mistyping one of many endnotes in a long paper, for example, may in most cases be considered a careless mistake, rather than an act of deliberate dishonesty. When students make multiple mistakes in acknowledging sources, however, these mistakes cannot be considered simply careless. Students who copy long passages from a book or a Web source, for example, make a deliberate choice to do so. Such students have taken a short cut; instead of explaining the

source of their ideas, they have simply stolen ideas from others. In such cases, carelessness is a form of dishonesty.

Possible penalties for instances of academic dishonesty include: (a) being warned and receiving a minor grade penalty (only for “very minor” instances); (b) being required to resubmit work or retake an exam under specified conditions and with a significant grade penalty; (c) receiving a zero for the assignment; and (d) receiving a failing grade for the course (regardless of what the student’s grade was on the date of the infraction); note that “F” grades received for academic dishonesty are not eligible for grade replacement.

All instances of academic dishonesty are to be reported by the instructor to the Academic Dean. At the first occurrence, the student must submit to the Academic Dean a letter indicating an understanding of the type of academic dishonesty he or she committed, and how he or she will avoid it in the future. If a student is not in agreement with the instructor’s conclusion in this matter, he or she can write a letter of grievance to the Academic Dean indicating why it should not be considered an instance of academic dishonesty. Finally, if a student is found to be guilty of a second (or subsequent) instance of academic dishonesty, in two separate assignments, then the student will have to meet with an academic grievance committee to determine if he or she is able to remain enrolled a MCUTS@LBC student. Student suspension or expulsion are possible upon a second offense of academic dishonesty, and these actions can only be taken upon a unanimous agreement of an academic grievance committee.

Academic Help

While LBC’s Reaching Academic Potential is not available for AUD Students, they do have a website that you can access for some help with writing your papers. Visit www.lbc.edu/undergraduate/academics/academic-resources for Academic Help.

FACULTY QUALIFICATIONS

Faculty members who teach in Lancaster Bible College Accelerated Undergraduate Degrees program will hold at least the Master's Degree and many will hold a doctoral degree. LBC@MCUTS faculty are thoroughly qualified in the field in which they are asked to teach. All AUD faculty participate in a special orientation on how to most effectively teach and relate to adult students, making each course an exciting and valuable learning experience.

CHRISTIAN SERVICE

Lancaster Bible College exists for the purpose of educating Christian men and women to live according to a Biblical worldview and to serve through professional Christian ministries. An integral part of this educational process is the student’s engagement in Christian service through a local church or parachurch ministry which will:

1. Help the student cultivate a desire to share Christ with those in spiritual need.
2. Provide the student with opportunities for practical, on-the-job training in Christian ministry.

It is our hope that as students engage in Christian service they will:

1. Apply *Biblical principles* learned in the classroom to life situations through involvement in his or her own church or para-church organization.
2. Recognize and develop individual gifts and abilities through ministry opportunities.

3. Demonstrate leadership, cooperation, collegiality, and mutual dependence in working with others.
4. Participate in sharing the Gospel of Jesus Christ with others.
5. Develop *communication skills* and *openness to change* through evaluation and counsel by working under ministry supervisors or with peer evaluators within his or her church or parachurch organization.

Therefore, LBC@MCUTS strongly urges all students to make regular church attendance, active participation in church-related ministries, and volunteer work through parachurch ministries a part of their educational experience and ongoing discipleship.

GRADUATION REQUIREMENTS

All graduates must satisfy the following requirements:

1. Have a LBC@MCUTS cumulative grade point average of 2.0 (4.0 system) or better.
2. Complete at least 2 Bible/Theology courses through LBC@MCUTS (unless admitted under a special transfer agreement).
3. Meet the minimum residency requirement (unless admitted under a special transfer agreement): 15 credits for associate's degree; 30 credits for bachelor's, 2nd bachelor's, and certificate.

Degree Requirements

To graduate with a Bachelor of Science in Bible, students must:

Complete a minimum of *30 semester credits in Bible & Theology*. Transfer students who bring in 30 or more Bible and Theology credits will still be required to complete two additional Bible/Theology courses through LBC@MCUTS.

Complete *36 credits in general education (Arts & Sciences)* requirements as follows:

Language Arts	9 semester hrs
Psychology	3 semester hrs
Literature	3 semester hrs
Mathematics	3 semester hrs
Science	3 semester hrs
History.....	3 semester hrs
Electives	12 semester hrs

Complete *54 remaining semester hours as electives* for any subject area.

To graduate with a Bachelor of Science in Human Services, students must:

Complete a minimum of *30 semester credits in Bible & Theology*. Transfer students who bring in 30 or more Bible and Theology credits will still be required to complete two additional Bible/Theology courses through LBC@MCUTS.

Complete *33 credits in Human Services* as follows:

- HSV 200 Introduction to Human Services
- HSV 202 Human Diversity & the Human Environment
- HSV 206 Foundations and Theories of Human Systems
- HSV 208 Social Welfare, Policies, and Practice
- HSV 212 Group Experience & Self Evaluation
- HSV 300 Family Systems
- HSV 400 Advocacy & Methods for Human Functioning
- HSV 401 - Community Development and Assessment

HSV 402 Organizations and Case Management
Practicums (3cr total) - HSV 210 Agency Field Practicum I
HSV 310 Agency Field Practicum II
HSV 311 Agency Field Practicum III

HSV 410 Agency Internship and Seminars

Complete *36 credits in general education (Arts & Sciences)* requirements as follows:

Language Arts9 semester hrs
Psychology3 semester hrs
Literature3 semester hrs
Mathematics3 semester hrs
Science3 semester hrs
History.....3 semester hrs
Electives12 semester hrs

Complete *21 remaining semester hours as electives* for any subject area.

To graduate with a second degree in Bible, students must:

Complete *a minimum of 30 semester credits* (ten 3-credit courses) in Bible and Theology.

To graduate with an Associate of Science in Bible, students must complete the following:

Complete a minimum of *27 semester credits in Bible & Theology*. Transfer students who bring in 27 or more Bible and Theology credits will still be required to complete two additional Bible/Theology courses through LBC@MCUTS.

Complete *22 credits in general education (Arts & Sciences)* requirements as follows:

Language Arts6 semester hrs
Psychology3 semester hrs
Literature3 semester hrs
Mathematics3 semester hrs
Science3 semester hrs
History.....3 semester hrs
Physical Education1 semester hr

Complete *12 remaining semester hours as electives* for any subject area.

To graduate with a Certificate in Bible, students must complete the following:

Complete *30 semester credits in Bible & Theology*. Normally, these 30 hours will include:

THE 105 Prelude to Biblical & Theological Studies
THE 223 Christian Narrative I: Creation & Fall
THE 224: Christian Narrative II: Redemption
BIB 103: Creation & Covenants: OT I
BIB 104: Israel's Life & Literature: OT II
BIB 203: Life of Christ: NT I
BIB 204: Early Church: NT II

Students must then choose 3 more Bible & Theology courses for a total of 10.

GRADUATION CEREMONIES & HONORS



Students completing the curriculum acceptable to Lancaster Bible College with a 2.0 or better GPA, will receive the earned certificate or degree. Diplomas are issued at three times during the year, through the Registrar's Office, in September, December, and at the commencement ceremony in May. All students, regardless of when they receive their degrees, are invited to participate in graduation ceremonies in May following completion of all graduation requirements.

Outstanding AUD program graduates will be recognized with Honors (3.50 to 3.74 GPA) and High Honors (3.75 to 4.00) and may be selected to the Delta Epsilon Chi Honor Society of the Association for Biblical Higher Education and/or the Who's Who Among Students in American Universities and Colleges.

AUD Program graduates are entitled to all the same benefits as other LBC graduates. These benefits include, but are not necessarily limited to, free access to the Career Opportunity Center's online placement service, free resume' workshops, free interviewing workshops, and career counseling.

WITHDRAWAL AND READMISSION TO THE INSTITUTION

Withdrawing from the Institution

Students who intend to miss an entire academic term or longer—consisting of a minimum of three consecutive 5-week sessions in the fall, spring, or summer—should request a Withdrawal form and file it with the Registrar's office before the term begins. In the case of an emergency, students should submit the form as soon as possible.

Readmission to the Institution's Programs

Students who withdraw from the institution but then wish to re-enroll must request readmission by completing a new Admissions Application. The application may be picked up from the Admissions Office. The school's decision to readmit the student will be based upon prior experience with the institution and the student's current situation and motivation. Readmitted students will be asked to sign a new Enrollment Agreement, which may include increases in tuition and/or student fees since the time of their original enrollment.

IV. FINANCES

Term tuition (\$430 per credit hour) already includes a limited activity fee. This fee entitles the student access to all library resources and other institutional resources and sponsored events.



As an AUD Program student you are receiving the same quality education as a traditional (day time) student at Lancaster Bible College. You may tell your family and friends that you are a “Lancaster Bible College” student. Your diploma and transcripts will make no such distinction.

Student Service Fee

A Student Service Fee (\$175 per term) is assessed to provide, maintain, and improve the computer services available to the students of LBC@MCUTS. Specifically, the fee provides students with their own email account and allows them use of on-campus computers, access to the internet, and access to online college resources.

Credit for Prior Learning Application Fee

Credit for Prior Learning is awarded for experiential learning outside a traditional college classroom. The student will submit an application and required documentation as directed in the CPL Handbook. The application fee (\$300 per application) is a set fee that is unaffected by the number of credits actually granted. Please note that the granting of credits is not automatic. It is based upon an evaluation of the student’s learning by a faculty member in that field.

Graduation Fee

The graduation fee (\$120) is due at registration for the student’s last term.

Total Cost of Programs (*excluding applications for CPL and graduation fee*)

Bachelor of Science in Bible - \$54,050

Bachelor of Science in Human Services - \$54,050

Associate of Science in Bible - \$27,455

Certificate in Bible - \$13,600

PAYMENT DUE DATES

First term tuition is due at registration prior to the first class session and subsequent payments will be scheduled on your payment plan. All current term charges must be paid-in-full before a student will be allowed to register for the next term. Monthly payment plans are available.

STUDENT FINANCIAL ASSISTANCE

Preparing for a college education requires a great deal of advance planning. To assist students in getting on top of financial preparations, this brochure presents a number of important topics for consideration. It is recommended that students take time to familiarize themselves with these items and make a checklist of those points that might require attention.



Free Application for Federal Student Aid

The Free Application for Federal Student Aid (FAFSA) is used to determine eligibility for all the federal and state grant programs as well as the federal student loan programs. You may complete the FAFSA over the Internet. The web address is: www.fafsa.gov. LBC's Federal School Code is: 003285.

Students must apply for financial aid for each academic year (July-June) of the Program. Please contact the Financial Aid Office to ensure completion of the correct FAFSA for the term for which you are applying.

Grant Assistance

Grants are awarded based upon a variety of factors, but primarily on the student's demonstrated financial need as determined by filing the Free Application for Federal Student Aid (FAFSA). Students do not need to repay grant funds.

* Federal Pell Grants are provided by the Federal Government and administered by the College. These grants are based upon demonstrated financial need as determined by the FAFSA.

Loan Assistance

Federal Subsidized Direct Loan

This is a low interest federal loan for qualified students. Repayment (principal and interest) is deferred until six months after a student graduates, withdraws, or drops below half-time status. AUD Program students can borrow up to \$5,500 per academic year if transferring in at least 60 credits. Contact the Financial Aid Office for loan limits if transferring in less than 60 credits.

Federal Unsubsidized Direct Loan:

This federal loan has the same terms and conditions as the Federal Subsidized Direct Loan except the borrower is responsible for interest that accrues while in school. AUD Program students may borrow an additional \$5,000 per academic year above regular Subsidized limits if transferring in at least 60 credits. Contact the Financial Aid Office for loan limits if transferring in less than 60 credits.

Private Educational Alternative Loans:

Private loans are obtained through a lending institution to credit-worthy students. For more information go to www.elmselect.com or contact the Financial Aid Office.

Other Assistance

- Veterans' Benefits are available to those who qualify. Eligibility is determined by the Veterans' Administration, contact the Veterans Affairs Office at 1-888-442-4551 or visit their web site at www.gibill.va.gov.
- Vocational Rehabilitation benefits may be available to qualified students. Contact the Pennsylvania Office of Vocational Rehabilitation at 1.800.762.6306 for more information. Students from other states should contact their local office.
- Employee Reimbursement Program—Contact your company's Human Resources Office to investigate this source of financial assistance.

LBC@MCUTS Scholarships

Please see our website for the most up to date information about the scholarships LBC offers to its Accelerated Undergraduate students. Eligibility will be determined by the Financial Aid Office. Institutional scholarships may be combined but only for up to 50% of total tuition charges.



Financial Aid Eligibility - Academic Progress

As full-time students, those enrolled in the Program must meet the following requirements of satisfactory academic progress in order to maintain financial aid eligibility.

- Complete all degree requirements within 150% of the published length of the educational program.
- Quantitatively, must successfully complete a minimum of 67% of the credit hours attempted per academic year.
- Maintain the following cumulative GPA requirements:

<u>Credits Passed</u>	<u>Cumulative GPA Required</u>
up to 71	1.50
72 to 95	1.75
96 or more	1.90

Re-establish Eligibility

Students may reestablish their financial aid eligibility by either:

1. Raising their GPA and/or completion rate above the minimum standard as evaluated at the end of a term, or by . . .
2. Appealing in writing to the Academic Dean if students believe that extenuating circumstances were present..

General Information

Assistance in the financial aid application process can be obtained by contacting MCUTS at 901-324-2014. So that your financial aid eligibility may be determined in a timely manner, please contact the Financial Aid Office four to six weeks prior to the beginning of your first class.

Federal Aid cannot be applied to your account until after you have started your second class.

If your financial aid awards exceed your school bill, you may request a refund from the Business Office. Checks are cut once a week. If your aid arrives after the deadline for that week's check run, your check will be cut the following week.

NOTE: Refunds will not be processed until all financial aid has been updated to your account.

PAYMENT PLAN

If you are unable to pay the full semester's tuition and fees at registration, the College offers an interest-free monthly automatic debit plan. You may obtain more information by contacting the Dean of Students at 901-324-2014.

REFUNDS (following Federal and Tennessee guidelines)

A student shall normally be assessed tuition charges by the term. If a student withdraws from the program at the end of a course not concurrent with the end of a term, the tuition for the courses for

which the meeting dates have passed shall be considered earned and those courses not yet started shall be considered unearned, and thus refundable.

When a student withdraws during an on campus course for any reason, the portion of the tuition refundable shall be as follows:

- Up through the first night of class for the course = 100% refundable.
- After the first night of class for the course (whether you attend or not) = 80% refundable.
- After the second night of class for the course (whether you attend or not) = 60% refundable.
- After the third night of class for the course (whether you attend or not) = no refund, grade of “F” assigned.

The date/time of withdrawal shall be the date on which the student officially contacts the program office to request the withdrawal. After such time, the student must complete the paperwork for withdrawal.

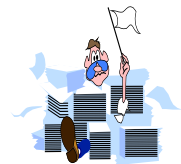
If a course is failed, the student shall be assessed the tuition again for the course when repeating the course.

Students who receive federal, state, or institutional financial aid funds including grants, scholarships, and student loans will have their aid recalculated and adjusted to reflect revised enrollment, according to federal and state aid regulations.

No refund is given for used books or materials.

WITHDRAWAL FROM COURSE

Students who need to withdraw from a course should contact the Registrar as soon as possible. If a student withdraws from a course after registration but before the second week of the course starts, the student will be dropped from the course and no grade will be recorded. If a student withdraws from a course during the 2nd and 3rd weeks of the course, the student will receive a grade of “W” (withdrawal). A “W” will not affect the student’s grade point average but will appear on a transcript. The student will be entitled to a refund as described below.



When a student withdraws during a course for any reason, the portion of the tuition which is refundable shall be as follows:

- Up through the first night of class for the course = 100% refundable
- After the first night of class for the course (whether you attend or not) = 80% refundable
- After the second night of class for the course (whether you attend or not) = 60% refundable
- After the third night of class for the course (whether you attend or not) = no refund, grade of “F” assigned

The date/time of withdrawal shall be the date on which the student officially contacts the program office to request the withdrawal. After such time, the student must complete the paperwork for withdrawal.

A withdrawal from a course already in progress will result in a “W” (withdrawal) during weeks 2 and 3. A “W” will not affect the student’s grade point average but will appear on a transcript. After the 3rd week a grade of “F” will be assigned. An “F” will affect the student’s grade point average and will appear on a transcript.

The date of withdrawal shall be the date on which the student officially contacts the program office to request the withdrawal, and **not** the date of last attendance. Withdrawal forms are available from the Program Office.

No refund is given for unused books or materials.

WITHDRAWAL FROM PROGRAM

Students who withdraw completely from the institution should contact the Registrar to officially withdraw. Tuition refunds during a course are described above in the “Withdrawal from Course Section.” 100% tuition refunds will be given on courses not yet started.

First, students who have been scheduled to receive a Federal Pell Grant will first have their Pell Grant eligibility recalculated based on their new enrollment status. Second, students receiving federal financial aid will be subject to the Federal Refund Policy. Students are considered to be withdrawn if they do not complete all days scheduled to complete within the payment period/term.

The Federal Refund Policy is based on the premise that students may only receive the amount of federal aid money that they have “earned” based on the percentage period of the enrollment period that was attended. Funds will be returned in the following order: Unsubsidized/Subsidized Federal Direct Loans, Federal Perkins Loans, Federal Pell Grant, Federal SEOG Grant, other Federal programs, other state, private, or LBC@MCUTS aid and to the student. Contact the Financial Aid Office for examples of refund calculations.

The date of withdrawal for students receiving financial aid is the last date the student was in attendance in class, or for online students, the last date of active participation in an online discussion or submission of an exam or academic assignment.

QUESTIONS?

Questions concerning financial aid and student accounts can be directed to LBC@MCUTS at 901-324-2014.

V. ACADEMIC POLICIES

ACADEMIC CREDITS

Evaluation of Prior Credit

Students who have completed courses in other regionally accredited colleges may receive up to 90 semester hours of transfer credit. The amount of credit, the courses to be accepted, and the method of evaluation will be determined by the nature of the courses and the type of institution. An applicant who has attended any college or university after graduation from high school must submit an official transcript from each institution. Transfer credit is granted for all courses having a minimum grade of “C-” and that find a parallel in course requirements in the student’s LBC@MCUTS program of study.

Credit for Prior Learning

Lancaster Bible College AUD Program students may earn up to 30 semester hours of Credit for Prior Learning (CPL) by submitting an application and required documentation that has been evaluated by faculty in the respective discipline(s). In the admission process, students are provided with an opportunity to obtain an estimate of the number of CPL credits they can receive once they enter the program.

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

For more information or to obtain a CPL application, enrolled students are urged to visit the CPL page linked to the MCUTS.org homepage.



[Note: LBC@MCUTS cannot guarantee the transferability of prior learning credits to other institutions.]

Transferability of Credit (to other Institutions)

LBC@MCUTS is a special purpose institution. That purpose is to educate Christian students to think and live a biblical worldview and to proclaim Christ by serving him in the Church and society. Students should be aware that transfer of credit is always the responsibility of the receiving institution. Any student interested in transferring credit hours should check with the receiving institution directly to determine to what extent, if any, credit hours can be transferred.

Transfer of AUD Program Credits

If an individual desires to transfer the AUD Program collection of credits into an existing traditional program at LBC, he or she will need to follow the guidelines specified in LBC's Undergraduate School Catalog.

Policy and all articulation agreement references

- “I was/am a student at:

Summit International School of Ministry (formerly Mt. Zion)
New York School of the Bible
Fruitland Baptist Bible Institute
The Urban Ministry Institute (TUMI)
The Extreme Experience (Source of Light Ministries International)
Equip/Biblical Enrichment Institute
Equip/Biblical Enrichment Institute (of LBC)
Downline Ministry (Tennessee)
Methodist Hospital Faith and Health Network (Tennessee)
DeVos Urban Leadership Initiative
Urban Youth Initiative (Tennessee)”

Per our articulation agreements with these institutions, credits may transfer to LBC@MCUTS at our discretion.

- *“I have military experience/training.”* This may transfer directly as credits.
- *“I have a completed associate’s degree.”* Good news, in most circumstances you have completed most, if not all, of the the Arts & Sciences requirements.
- *“I would like to take graduate education courses while completing my undergraduate degree.”* You have a 5th year option or a 2 course option.

COURSE ATTENDANCE

Faithful attendance in an accelerated degree completion program is a prerequisite for student success. This educational model includes much more than just an expert or academician distributing his/her knowledge to a class of students. The faculty member serves as a facilitator of learning, and small group relationships are developed so that collaboration, participation, and teamwork are key ingredients in the learning process. Therefore, attendance at class meetings is required.

While the expectation and desire is attendance at all scheduled meetings, there may be occasions in which an absence is unavoidable. For this reason, the following attendance policy has been established for each course.

Attendance Policy: Attendance is vital to student learning, therefore student attendance is expected in all classes. If a student has to be absent from a class, the student needs to contact the instructor regarding what was covered and what arrangements need to be made to make up that work. If attendance is a graded item within that particular class, then the student should expect his or her grade to be reduced because of the absence. Finally, if a student misses more than a total of one class in an academic session (5-weeks), which is 20% of the class, then the student will receive a failing grade due to absences.

Late Work Policy: Work is due when scheduled. If, however, an assignment is late, the student should contact the instructor and still submit the work. Late work will receive a penalty of 10% per calendar day (NOT per class period). Late work is to be submitted via email unless the instructor approves another means of submission.

AUDITING A COURSE

A student may audit class sessions in a course that he or she is waiving for academic credit if the following conditions are met:

1. The student first receives permission from the instructor of that course. It is the instructor's prerogative to refuse to provide feedback or grading for any assignments or tests that the auditing student chooses to complete.
2. The student must register for the audit at the normal registration times. An auditing fee of \$240 per course will be assessed.

GRADING SYSTEM

Grading Scale: The following grade scale will be utilized in this course.

A	94-100	C	74-77
A-	90-93	C-	70-73
B+	88-89	D+	68-69
B	84-87	D	64-67
B-	80-83	D-	60-63
C+	78-79	F	0-59

The grade points and interpretations of grades are as follows.

A	4.0	Excellent	I	Not figured in GPA	Incomplete
A-	3.7				
B+	3.3		W	Not figured in GPA	Course Withdrawal
B	3.0	Good	S	Not figured in GPA	Satisfactory
B-	2.7				
C+	2.3		U	Not figured in GPA	Unsatisfactory
C	2.0	Average	AU	Not figured in GPA	Audit
C-	1.7				
D+	1.3		CR	Not figured in GPA	Transfer/Exam/ Validation Credit
D	1.0	Passing			
D-	0.7				
F	0.0	Failure			

- A** (4.0) Clearly stands out as excellent performance. Has unusually sharp insights into material and initiates thoughtful questions. Sees many sides of an issue. Articulates well and writes logically and clearly. Integrates ideas previously learned from this and other disciplines. Anticipates next steps in progression of ideas. Example: "A" work should be of such nature that it could be put on reserve for all students to review and emulate. The "A" student is, in fact, an example for others to follow.
- B** (3.0) Demonstrates a solid comprehension of the subject matter and always accomplishes all course requirements. Serves as an active participant and listener. Communicates orally and in writing at an acceptable level for an undergraduate. Work shows intuition and creativity.
Example: "B" work indicates good quality of performance and is given in recognition for solid work; a "B" should be considered a good grade and awarded to those who submit assignments of quality less than the exemplary work described above.

- C** (2.0) Quality and quantity of work in and out of class is average. Has marginal comprehension, communication skills, or initiative. Requirements of the assignments are addressed at least minimally.
- D** (1.0) Quality and quantity of work is below average. Elements of the assigned work may be missing or unsatisfactory.
- F** (0.0) Quality and quantity of work in and out of class is unacceptable for an undergraduate student. Example: This work does not qualify the student to progress to a more advanced level of work.
- I** Incomplete (see policy statement on the next page)
- W** (not calculated on GPA) Course Withdrawal

INCOMPLETE GRADES

An incomplete (“I”) grade may be issued by an instructor in lieu of a final grade when course requirements have not been met by the end of a course. ***An incomplete will be given only for extenuating circumstances. The student must initiate the request for an incomplete grade to the instructor prior to the end of the last class session of the course.*** Students can receive up to 3 weeks (from the time the final project is due*) to complete the outstanding assignments. No student may graduate with an “I” in any course.

1. When an “I” is given by an instructor at the end of a course in lieu of a letter grade, up to 3 weeks will be allowed for the completion of course requirements, upon consultation between the faculty member and student.
2. An “I” will be changed to an “F” when course requirements are not met by the end of the time allotted.
3. The circumstances (reason the extension is needed) and the expected date of completion are stated on an “Incomplete Grade Contract” form issued by the Program office. Both the student and the instructor sign the form and it is submitted to the Program Office by the faculty member.
4. The Program Office will monitor the fulfillment of the “Incomplete Grade Contract.”
5. Under extenuating circumstances, a student not able to complete course requirements by the end of the extension period may seek an extension of up to three additional months by appealing to the AUD Student Appeals Committee.
6. Students should recognize that incompletes (“I’s”) extending beyond the end of the term might reduce or eliminate financial aid, depending on the number of incomplete courses.

ACADEMIC APPEAL PROCESS

Any time there is a misunderstanding between a student and an instructor, or when a student feels he or she is not being treated fairly by an instructor, the student should follow the appeal process outlined below. These steps are in keeping with the general principles set forth in Matthew 18.

1. Talk with the instructor to reach a mutual understanding about the differences and to come to terms to resolve the issue. If this does not produce a satisfactory solution to the problem, then;
2. Submit (in writing) your grievance to the Academic Dean for consideration. The grievance must identify the specific reason(s) for the grievance as well as any other information that would help the Academic Dean to understand the situation and determine how to rule on the grievance. The Academic Dean's ruling on the matter is final.

Do not hesitate to follow these steps in the appeal process. Likewise, in the spirit of unity of the brethren, do not attempt to sidestep any of the steps during your appeal process.

ACADEMIC PROBATION & DISMISSAL

Students whose cumulative grade point average falls below 2.00 (C average) will be placed on academic probation. Removal from academic probation will occur when the cumulative GPA reaches 2.00. Academic dismissal will result at the end of two consecutive terms on academic probation according to the following standard:

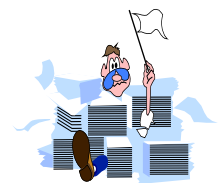
- Less than 71 LBC attempted hours toward graduation requirements = 1.50 GPA
- 72-95 LBC attempted hours toward graduation requirements = 1.75 GPA
- Over 96 LBC attempted hours toward graduation requirements = 1.90 GPA

Students who are academically dismissed may appeal to the President of MCUTS if they believe extenuating circumstances were present.

The Veterans Administration will be notified if a student receiving VA benefits does not meet the academic progress requirements after serving a probationary period of two terms.

WITHDRAWAL FROM COURSE

Students who need to withdraw from a course should notify the Program Office as soon as possible. If a student withdraws from a course after registration but before the course starts, the student will receive a grade of "W" (withdrawal). A "W" will not affect the student's grade point average but will appear on a transcript. The student will be entitled to a refund (see **Refunds**).



A withdrawal from a course already in progress will result in a "W" (withdrawal). A "W" will not affect the student's grade point average but will appear on a transcript. The date of withdrawal shall be the date on which the student completes and turns in the appropriate forms for the College, and **not** the date of last attendance. Withdrawal forms are available from the Program Office. When a student withdraws during a course, the student may be entitled to a partial refund (see **Refunds**).

Withdrawal from a course may also affect a student's financial aid assistance (see also **Refunds**).

COURSE REPETITION POLICY

A course in which any "D" or "F" has been earned may be repeated. When any "D" or "F" course is repeated, the highest grade earned will be used to compute the student's GPA. If a course is repeated an "R" will appear next to the first time the course was taken. Each time a

course is taken, it will appear on the student's permanent record with the grade earned. Repeated courses cannot be taken by independent study.

LIBRARY

The Library Reference Staff, in cooperation with the faculty in the Program, will provide instruction in basic information gathering, including learning the basics of database searching and critical thinking skills. These lifelong learning skills are essential preparation to effectively function in this information society in which we live. AUD Program students are encouraged to utilize the services and resources of the Library, which includes a computer for student use. Hours are posted. Appropriate dress is required throughout the Library.

CALENDAR AND STUDENT LOAD

The LBC@MCUTS accelerated degree programs operate on a term system with nine semester hours of instructional courses being offered each term. The first term will start at various times of the year. The other terms follow immediately. Courses run year-round.

A student load of 9 or more semester hours, if taken for the whole year, qualifies the individual for full-time status.

If students are enrolled in the Program and working full-time, it is not recommended that any other additional courses be taken while in the Program. Students who wish to take more than 9 hours in an academic term must receive permission to do so from the Academic Dean.

TIME LIMIT



After completing all courses, students have one year to complete any remaining requirements for the degree. With expiration of that time, the student will be classified as inactive. To be reinstated as active, the student must present a petition to the AUD Student Appeals Committee. A re-admission fee will be assessed.

REGISTRATION / ORIENTATION NIGHTS

Initial registration is normally held two weeks or more before the first class. New students also will complete an orientation session one week before the first class. New student orientation sessions are only offered prior to Session 1 and Session 2 class starts. Besides completing the registration and orientation processes, students are also provided the opportunity to become acquainted with one another.

LEARNING DISABILITIES

LBC@MCUTS encourages academically qualified learning-disabled students to take advantage of its educational programs. It is the policy of the College not to discriminate against persons with such disabilities in its admissions policies or procedures or its educational programs, services, and activities. However, since AUD is an accelerated learning environment, the learning disabled student should give careful consideration to the requirements of the Program before enrolling.

Within the classroom environment, students with a tested or recognizable learning disability are encouraged to talk to the instructor as soon as possible concerning alternative methods/approaches for fulfilling course requirements. In addition, counseling services and referrals are available through the Program Office.

STUDENT PROGRESS RECORDS (Academic Transcript)

Records of progress are kept by the College on veteran and non-veteran students alike. Progress records may be accessed by the student at the end of each scheduled school term and will be evaluated to determine student's eligibility status. These records are maintained in Campus Vue, Students access these records through logging into the student side of Campus Vue, called MyCommunity at www.mycommunity.lbc.edu. Use MyCommunity to access Grades, Registration, Financial Aid, Advisors and Faculty Directory.

VI. STUDENT LIFE POLICIES

COMMUNITY STANDARDS

Every community or group of individuals has rules, regulations, and standards that define and govern that group. Accountants, professional athletes, military personnel, machinists, and church congregations are offered as illustrations. Even the “dress down days” currently in favor in the corporate world have standards to define the limits of “dressing down.” These community standards serve to (1) define the group, (2) minimize distracting behaviors, (3) provide guidelines within which the individual can feel secure and accepted, and (4) present the desired image to the public. When joining a group, individuals need flexibility and a willing spirit to adhere to the customs of that community. The notion of balancing our individualism with the community’s standards is both biblical and social, and one that will follow us all our days. Thus, as you enter the Lancaster Bible College community, you will find some standards to govern your behavior. The immediate task is a willing compliance. The life-long task is to recognize that when you leave LBC and join another group, they too will have some standards for you.

The College also recognizes that styles are constantly changing and not every specific style can be addressed. Students, therefore, should strive to adhere to the spirit of the dress standards and to allow common sense and reason to prevail. If in doubt, please contact a resident assistant or a Student Services staff member for clarification before wearing an item that may not be appropriate.

Harmful Products, Illegal Drugs & Substances

LBC@MCUTS seeks to be a drug-free campus, and as such seeks to prevent the use and abuse of chemical substances. Certain products are harmful to one’s physical and psychological health. Therefore, use of any form of hallucinogenic drugs, illegal substances, or narcotics is prohibited. Abuse of legal substances such as over-the-counter or prescribed medications is prohibited.

- All College-sponsored functions will be alcohol-free and tobacco-free.
- Clothing, posters, containers or other material displaying harmful products, product logos, or trademarks are prohibited on campus.
- The College also follows the Drug-Free Schools & Communities Act of 1989 (the detailed Act can be found at www.lbc.edu).

Church Attendance

Students are expected to attend a Bible-believing church and are encouraged to actively participate in its ministries. LBC views church attendance as a crucial part of your life and desires for you to grow in fellowship with other believers.

Computer Acceptable Use Policy (AUP)

Computer network and internet access is provided for students and employees of LBC@MCUTS for the purpose of furthering students’ education and providing tools for faculty and staff in support of their duties. All members of the LBC family must respect areas on the network that are not for general access, and refrain from accessing sites on the Internet, which are not conducive to spiritual growth. In addition, all must realize that there are file and resource limitations.

Dress Code

Your attire should reflect the principles of modesty, respect for fellow students and faculty, and personal dignity. The different dress standards listed below reflect the situation, time of day and occasions you will encounter.

Questions to be used in exercising discernment regarding what we look at, read, or listen to are as follows:

- 1. Is the content excellent? Paul's prayer for the Colossian believers was that God would fill them with the knowledge of His will "through all spiritual wisdom and understanding" so they would enjoy a worthy walk and please God in everything (Colossians 1.9-10).*
- 2. Is this issue really a neutral issue? As believers, we are called to lives of purity and righteousness. As such, Scripture has absolute standards that are not open to debate or discussion. Entertainment choices that lead us into sin are not appropriate (Galatians 5.16-26, II Corinthians 6.17-18).*
- 3. Will my choice cause a brother or sister to stumble (I Corinthians 8.9-13)? Mature believers are given the responsibility and privilege of modeling a lifestyle that takes into account the sensitivities of less mature brothers and sisters (Romans 14).*
- 4. Does this encourage me to think on things that are true, noble, right and pure (Philippians 4.8)? As committed Christ-followers, we must guard our thought lives and avoid entertainment choices that stimulate our sensual desires.*
- 5. Does what I watch, read or listen to exemplify the fruit of the Spirit (Galatians 5.22-23)? The Christian life should be characterized by love, joy, peace, patience, kindness, goodness, faithfulness, gentleness and self-control. Our choices should reflect this reality!*
- 6. Am I willing to accept the choices (about neutral matters) of fellow Christians with whom I differ (Romans 14.1)? We must learn to be gracious in relating to our brothers and sisters in Christ who may have different convictions regarding non-essential issues.*

Clothes should be clean and in good condition, modest, not tight-fitting or extreme in style. T-shirts should not convey inappropriate or questionable messages.

- Modesty (1 Timothy 2:9) – Biblically, we should carefully choose clothes that will complement and enhance our appearance and will not be a distraction to others.
- Appropriateness – We should ask ourselves the following: What is the setting in which I minister, worship and/or live? What is the appropriate outward appearance for a follower of Christ within this setting?

Ethnic Intimidation Act of 1982

The College opposes all forms of discrimination and is in full agreement with the Ethnic Intimidation Act of 1982 (P.L. 537–154). The act states that an individual who commits certain acts (e.g., arson, criminal mischief, or other property destruction, criminal trespass, harassment by communication or address) has also committed an offense under the Ethnic Intimidation Act if malicious intent toward the race, color, religion, or national origin of another individual or

group of individuals is proven. The College will fully cooperate with law enforcement agencies in investigating all cases of discrimination on the campus of LBC@MCUTS.

Gambling

Participation in gambling or other forms of betting is prohibited. You are expected to present a positive Christian testimony in using your time and talents, in meeting your financial obligations, and in giving to the Lord as He directs.

Conduct Probation or Dismissal

Students who violate one or more of these areas will be placed on either probation or suspension, given the severity of the infraction. Suspension may lead to dismissal if corrective behaviors are not demonstrated.

Personal Bible Study

Students are encouraged to develop and maintain the discipline of personal Bible study and to become familiar with important books about spiritual growth, both classic and contemporary.

Personal Injury to Self/Threat of Personal Injury to Others

The Bible teaches us that each person's life is precious to God; yet in time of great distress, people will occasionally engage in harmful, self-injurious behaviors. LBC@MCUTS recognizes that those who are finding self-harm a reasonable alternative to facing the difficulties of this world need others to come alongside them and lend direction and support during crisis. LBC@MCUTS has created a response plan to address and provide guidance in situations where a student engages in self harm. Depending on the nature of the situation, the College may choose to respond in a variety of ways which may include accountability, counseling, and/or psychological assessment. There are also times when the College must act on behalf of all members of the community (students, faculty and staff) to prevent the further disruption of the campus community. In every situation, the College will attempt to allow the student to have the opportunity to choose a healthy response.

Examples of such behavior are: eating disorders or other lifestyle habits which cause other health risks; repeated remarks about or seeming infatuation with death or suicide; self-mutilation or actual suicide attempts.

A student's behavior may be of such an extreme or nature, so that it causes disruptions in the resident halls or in the campus community at-large, or for which the College setting cannot provide a reasonable and healthful solution. This determination will be made by the Dean of Students Office, whenever possible, in association with other counseling resources. In such cases, when a student will not accept the decision of the Dean of Students Office voluntarily, disciplinary action may be taken.

In regard to others, students must show respect at all times for the person. Any act or threat that imposes any kind of emotional trauma, intimidation, or physical harm to another person is prohibited. Such behavior is regarded as a safety risk, not only for the individuals involved, but also for the entire campus community, and it will not be tolerated. Failure to report such actions/threats, or the presence of individuals on campus that have engaged in them is also a safety risk and may be subject to discipline.

Respect for Authority

The clear principles regarding truthfulness, genuine love for others, giving only a good report and speaking only those words that lead to edification are upheld as essential to an irreproachable Christian testimony.

There must be genuine respect for the position and authority of the faculty and staff, evidenced in such things as the use of proper titles (President, Dean, Professor, Dr., Mrs., Mr., Miss, or other), courteous attention, and especially refraining from discourteous reference to them.

Respect is also shown when using the internet. When using social media, please post only comments that you would say to the person's face of whom you are writing.

Chapel/Classroom Etiquette

Cell phones should be off; surfing the internet should not be done unless directed by the professor.

Sexual Purity

LBC is committed to relationships that are sexually pure and God-honoring. Keeping relationships pure is the responsibility of all students, faculty and staff. Conduct between all members of the community should be respectful and conform to biblical standards of sexual purity. Consider the Apostle Paul's exhortation, "But put on the Lord Jesus Christ, and make no provision for the flesh in regard to its lusts" (Romans 13:14 NASV).

Social Networking

All exchange of information through networking sites & cell phones (ie. Facebook, Twitter, MySpace, blogs, etc.) is subject to the Community Lifestyle Standards.

A Final Thought

Membership in a group obligates the individual to comply with the rules, regulations, and standards of that group. This holds true in secular society, at LBC@MCUTS, and in the broader body of Christ. While we are individuals, pure individualism is not a possibility. As believers, we are counter to this world, a "distinctive people" according to the Apostle Peter.

STUDENT RIGHTS

Student Complaint Policy and Procedures

LBC is committed to respecting all members of our college community and providing a quality educational experience for all students. The objective of our Student Complaint Policy and Procedures is to ensure that the concerns and complaints of all our students are addressed fairly and are resolved promptly. Complaints related to this policy are usually the result of behavior that the student feels is unjust, inequitable, or creates an unnecessary hardship.

If there is a question regarding how to lodge a complaint and/or appeal, students should contact the Dean of Students office. After consulting with the student, the Dean of Students or representative will direct the student to the most appropriate procedure.

An important complaint policy not governed by this document pertains to incidents of sexual, racial, and other harassment; hate crimes; or bias-related behaviors. To file such complaints the student must contact the Dean of Students office.

Procedures

Whenever possible, students are encouraged to seek an informal resolution of the matter directly with the faculty, staff, or individual(s) involved. Often a complaint can be resolved in this way.

Any time there is a misunderstanding between a student and a staff member or between a student and an instructor, or when a student feels he or she is not being treated fairly by an instructor, the student should follow the appeal process outlined below. These steps are in keeping with the general principles set forth in Matthew 18.

1. Talk with the staff member or instructor to reach a mutual understanding about the differences and to come to terms to resolve the issue. If this does not produce a satisfactory solution to the problem, then;
2. Submit (in writing) your grievance to the Academic Dean for consideration. The grievance must identify the specific reason(s) for the grievance as well as any other information that would help the Academic Dean to understand the situation and determine how to rule on the grievance. The Academic Dean's ruling on the matter is final.

Do not hesitate to follow these steps in the appeal process. Likewise, in the spirit of unity of the brethren, do not attempt to sidestep any of the steps during your appeal process.

Any time there is a misunderstanding or disagreement between students which cannot be resolved between those individuals themselves, the student should use the following procedure.

1. Submit (in writing) your grievance to the Dean of Students office. It should contain (at a minimum) the date and time of the alleged conflict or action, the reason(s) for the complaint, a summary of the complaint, a list of other persons who may provide information and any appropriate documentation. The student must also include the resolution or outcome he or she is seeking. The complaint must be submitted within ten (10) business days of the alleged conflict or action.
2. Upon receipt of the written complaint, a conference will take place with the student and the Dean of Students.
3. The Dean of Students will notify appropriate persons and request any information or documentation needed to resolve the complaint.
4. The Dean of Students may attempt to resolve the complaint by encouraging discussion between the students or by taking the appropriate action to resolve the complaint.
5. All relative documentation and possible outcomes must be submitted by the student or other appropriate persons within ten (10) business days of the date the complaint is filed.
6. When possible, the final resolution (or a finding of "unresolved") will be filed in the Dean of Students office within fifteen (15) business days of the date the complaint is filed. If there are circumstances requiring an extension of this deadline, the Dean of Students member assigned to the complaint will notify the parties involved.
7. If the student is not satisfied with the outcome of the complaint, a committee of the Academic Dean, Registrar, and Dean of Students will review the information and

recommend a course of action to the President. The decision of the President will be final.

Documentation

A record of all written complaints and their resolution will be documented and the records will be kept in the Dean of Students office.

Escalating Appeals

Students who wish to appeal any decision or action of the college should write out their grievances and present them to the Dean of Students at her office on the college campus located at 1548 Poplar Avenue; Memphis, TN 38104; or emailed to her at ssmith@mcuts.org.

Student grievances can be escalated to the Tennessee Higher Education Commission if not satisfactorily resolved on the institutional level. If a student wishes to escalate a complaint ruled on at the institutional level, the student may contact the Tennessee Higher Education Commission; 404 James Robertson Parkway, Suite 1900; Nashville, TN 37243-0830. Telephone (615) 741-3605.

FERPA

What is FERPA?

The Family Educational Rights and Privacy Act (FERPA) affords you, the student, certain rights with respect to your educational record once you are admitted as a student to the college.

What are my rights under FERPA?

As a college student you have four rights under FERPA: *(Forms to exercise rights #13 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 U.S. 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@MCUTS 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

Development Department, Degree Completion Program Office, Graduate School Office, Institute for Biblical Enrichment Office, Christian Service 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 (fulltime, 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 U.S. Department of Education?

Complaints are to be filed with the:
Family Policy Compliance Office
U.S. Department of Education
600 Independence Avenue, SW
Washington, DC 202024605

CANCELLATION OF CLASSES

If it becomes necessary to cancel classes, students will be contacted via email. There are also several other ways you can receive that information.

Option #1: Log on to the LBC@MCUTS web site at www.mcuts.org. A message regarding the change will be on the home page.

Option #2: Contact the MCUTS office at 901-324-2014.

Option #3: Tune into one of the local TV or radio stations and check the status for LBC@MCUTS or MCUTS on the ticker.

REFRESHMENTS

Food and drink is permitted in the classrooms. Students are asked to be considerate of others when eating, and respectful of the building when cleaning up.

HEALTH INSURANCE

Students enrolled in the Program are eligible for the College's student health insurance. Further information on this insurance is available through the College's Health Services Director.

LOST & FOUND

Items left in the classroom at the end of class sessions will be held in a lost & found area. Contact the Dean of Students if you have left an item on campus.

STUDENT IDENTIFICATION CARDS

The student should carry his or her LBC@MCUTS ID card while on campus.

VISITORS

Students who wish to take visitors to class must obtain permission from the instructor or Academic Dean before the beginning of class, preferably the week before the session.

CELL PHONES AND PAGERS IN CLASS

Unless it causes undue hardship, students should silence all telecommunication devices while in class.

**WEB RESOURCES FOR ADULT STUDENTS**

www.back2college.com, click on “Academics” and “Cool Tools.”

VII. Course Descriptions

Bible/Theology Courses

BIB 103 Creation & Covenants: OT I

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

BIB 104 Israel's Life & Literature: OT II

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

BIB 105 Biblical Hermeneutics

This course is an introduction to the principles and practice of interpreting the Bible using the historical-grammatical-rhetorical method of interpretation. The course introduces students to key principles related to this method and then provides guidelines for applying these principles to determine the author's originally intended meaning. The course concludes with suggestions on how to determine the relevance of these original author's intentions to that of our own lives.

BIB 203 Life of Christ: NT I

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

BIB 204 Early Church: NT II

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

BIB 451 Practical Development of Biblical Interpretation

This course advances the theory of hermeneutics and practice of Bible study methodology. Consideration is given to developmentally significant theorists and practitioners. Particular attention is given to practical development of Bible study methodology and proficiency. Prerequisite: BIB 105.

BNT 310 Romans

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

BNT 351 Prison Epistles

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

BNT 352 Hebrews

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

BOT 351 Apocalyptic Literature

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

THE 105 Prelude to Biblical & Theological Studies

This course introduces students to theological and biblical thinking and studies. The course focuses on issues of methodology and approach (historically referred to as prolegomena). The doctrine of Scripture (bibliology) also receives attention. Students are introduced to major schools of theology and biblical interpretation both of the past and also the present.

THE 223 Christian Narrative I: Creation & Fall

This course explores the relationship of God to humanity from the vantage point of creation and fall. Attention is given to the nature, character, and work of God (trinitarianism) in creating and governing the universe, especially in his special relationship to humanity, creatures bearing the image of God (anthropology). Further attention is given to the issue of sin (hamartiology). Prerequisite: THE 105.

THE 224 Christian Narrative II: Redemption

The course explores the relationship of God to humanity from the vantage point of redemption (soteriology), looking at the incarnation, the atonement, and the doctrine of regeneration (christology and pneumatology). The course also explores the new community of the redeemed, the church (ecclesiology). The future dimension of redemption, entailing the events of the last days (eschatology), receives attention. Prerequisite: THE 105.

THE 310 Urban Mission Theology

This course explores the theological and spiritual foundations for being “on mission” *in* the city and *for* the city. The incarnation of Jesus is presented as the fundamental theological and dispositional concept for biblical urban mission, and serves as the lens through which social location and socio-cultural realities in urban communities are approached and understood. Emerging from this are an understanding of “incarnational witness” and an ability to interpret contemporary urban issues in light of Scripture and missional theology. The urban ministry matters discussed serve as a primer for more detailed analyses in other praxis-focused courses.

THE 311 Biblical Theology of the Marginalized

This course surveys the Scriptural witness of God’s concern and care for the marginalized. Texts from both Testaments will be used to identify who the “marginalized” are (e.g., widows, orphans, immigrants, poor, socially excluded, sick, disabled) and what the faith community’s responsibilities are in relationship to them. Biblical evidence, in its various genres, will also be explored for the place and purpose of the marginalized in God’s work of redemption.

THE 323 Christianity & Culture I

This course covers the chronological sweep from the closing of the New Testament through the Enlightenment era, roughly the period from 100 - 1900 AD. Attention focuses on the flow of events comprising the history of the Christian tradition, exploring significant people, events, and movements. Attention is also given to the church's interaction with culture. Prerequisite: THE 105.

THE 324 Christianity & Culture II

This course covers the history of thought of the Christian Church during the 20th and 21st centuries. Attention is given to the events of the recent past that have shaped current horizons, to challenges facing the contemporary church, and to trends concerning the church in the near future. While much of our focus will be on American Christianity, we will also explore issues that have impacted the global church. Analyses of the recent past, present, and emerging future will focus on the church's interaction with culture. 3 credits.

THE 331 Issues in American Christianity

This course considers the historical, cultural, and theological developments of Christianity in America. Attention is given to how the American experience and context has shaped the beliefs and practices of the American church, as well as how the American church has impacted American culture. Issues from both past and present experiences are explored.

Foundational/Ministry Courses

CML 102 Foundations of Ministry & Discipleship

This course serves as an introduction to the ministry of the local church. Emphasis is placed on the holistic integration of discipleship and spiritual formation principles. Students evaluate models of ministry and develop a comprehensive discipleship plan.

CML 251 Foundations of Teaching & Preaching*

A "cross-training" course to introduce the principles and skills necessary to effectively communicate Scripture through teaching and preaching delivery. Practical application assignments will be made, and reports/presentations will be given. Course not offered online.

CML 334 Group Dynamics and Interpersonal Relationships

This course integrates a biblical philosophy of discipleship with the investigation of the theories and practices of group dynamics applicable to the ministry setting. This course seeks to build small group leadership skills by involving students in actual group experiences.

FS 101 Spiritual Life and Evangelism

The basic principles germane to spiritual growth and Christian living are surveyed. An apologetic is developed to help the student defend his/her faith.

LBC 101 Engaging Faith & Life

The purpose of this course is to challenge the student to discover the intersection of personal faith with a biblical worldview. The course examines the biblical narrative to identify God's character and activity in the world. Definitions of worldview are explored,

as are universal themes of life such as origin and identity. Students engage the biblical principles that enhance and promote personal awareness and spiritual growth. Interactive group setting and practices will help the student develop skills in community life, discipleship, and evangelism.

PCN 102 Intro. to Biblical Counseling

A study of the principles and methods of counseling as they apply to the Christian counselor. Consideration is given to the use of the Bible and the biblical principles in counseling. Some major Christian counseling approaches are studied including: Crabb, Adams, Collins, and Narramore.

Arts & Sciences Courses

HIS 304 American Religious History

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

HUM 210 Redemptive Cinema

Redemptive Cinema is a course devoted to exploring how the fields of Christian theology (faith) and film studies cross-fertilize each other, with special attention given to the ways in which film functions as religious discourse. Students investigate the historical evolution of film as a means of communicating theological doctrines or Christian themes through its narrative patterns and analyze how religious and secular films have been and are constructed as cultural texts that advise not only how one should live, but what one should believe.

HUM 422 Christian Perspectives

This course examines traditions and cultures according to a biblical worldview in order to better understand how the different aspects of human history, art, science, philosophy, and society have shaped and been shaped by Christian belief. Prerequisite: PHI 201.

LAN 060A Introduction to English Composition: Grammar and Writing

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

LAN 060B Introduction to English Composition: Research and Writing

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

LAN 101 English Composition

Students are introduced to the expectations and mechanics of academic writing. Through actively engaging in the research process, students discover and focus on a central idea, which they will support through a critical reading and synthesis of sources. This enables the student to produce organized, supported, audience-driven persuasive academic papers reflecting an awareness of the power of language to shape cultural perceptions and

communicate a biblical worldview. A grade of C- or better is necessary for students to move on to fulfill their writing intensive course requirement.

LAN 104 Public Speaking

This course is designed to enable students to speak effectively on selected subjects using various methods. Classroom practice is given in oral and interpretive readings. Study is given to the correct preparation and delivery of different kinds of speeches as well as the use of correct speech habits and behavior.

LAN 151 Research & Writing

In this course the student will learn the basic approaches to biblical research including how to develop a research strategy, how to utilize available research tools, and how to present conclusions in a research paper using a specified format.

LAN 305 Inquiry Based College Research and Writing

This course is designed as a bridge between LAN 101 and the various writing intensive courses offered across disciplines in the college. Picking up where LAN 101 ends, this course focuses specifically on understanding how to read texts with an academic curiosity that leads to substantive research questions. Students interact with a wide range of writers, sources, and ideas to practice effective methods of academic inquiry that enable them to participate in ongoing academic conversations.

LIT 321 C.S. Lewis

This course encompasses selected writings, both fiction and nonfiction, of C.S. Lewis. Areas include autobiography, essays, Christian apologetics, fantasy, and science fiction.

MAT 121 Nature of Financial Math

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

MAT 212 Fundamental Mathematics with Modern Applications

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

PHI 201 Introduction to Western Philosophy

An understanding of philosophical concepts; beginning with the Greeks through Augustine and concluding with the significant philosophical systems of the western world. Evaluation of these systems relative to personal faith and values will assist in developing a statement of philosophy by the individual student.

PHI 306 Ethics

This course will familiarize students with the discipline of ethics, including the nature of ethics, meta-ethics, and casuistry, or applied ethics. Students also evaluate ethical theories

in the context of biblical standards in order to help them understand their own paradigms of ethical reasoning.

PHI 480 Habits of the Mind

This course provides students with the foundations of analytical and creative thinking skills and an overview of the integration of faith and learning. Students will explore the Christian worldview coupled with habits of the mind - the intellectual traits of thinkers, elements of thought and logic, and intellectual standards for higher order thinking. This course introduces students to key study skills and the student success resources available through the college. Lifelong learning and the application of a Christian worldview to one's past, present, and future decisions about education, careers, and social activities will also be examined.

SCI 251 Scientific Disciplines

The basic disciplines of science will be reviewed with a correlation of natural and biblical history in view. Modern science will be studied critically and intelligently as the students deal with theory, hypotheses, laws, and the latest scientific data.

SOC 101 General Psychology

This is a course designed to introduce the student to elementary concepts in psychology. The students pay particular attention to the interface between a biblical worldview and the propositions of contemporary psychology. Topics of discussion include the following: learning, memory, motivation, emotion, personality theories, etc. Students are better prepared for service as they integrate concepts from this class into their ministry endeavors.

SOC 251 Organizational Leadership

Groups are the building blocks of organizations. Nearly everyone participates in both formal and informal groups at work. It is essential that managers understand groups because group processes directly affect creativity, solving problems, and making decisions and productivity. This course provides insight into group information and processes, their power and influence in organizations and varying styles of leadership.

Human Services

LBC 101 Engaging Faith and Life Foundation & Calling

This course provides a framework for students in developing introductory competencies essential for success in the human service major, through a thorough understanding of their calling and giftedness to service. Within the course students will explore their personal calling. Through readings on the Integration of the Christians faith in social service practice, the students will discover and solidify their personal worldview for helping. The course explores the theology and ministry of helps. It is designed to give the Christian human service student a personal framework in which to integrate faith and practice. Students will reflect on the spiritual understanding of their purpose, as well as skills related to theoretical and applied constructs of the field. Furthermore, to better prepare students for vocational employment, this course will assist students in preparing a professional documenting tool of their lifelong learning, via a professional portfolio. 3 credits

Course Prerequisite(s) – None

HSV 200 Introduction to Human Services

This course examines the broad range of services and functions of the human service professional. Students become knowledgeable about the many roles and functions of the human service professional, and gain an understanding of the types of agencies where human service professionals are employed. This course offers a general overview of the human service profession. The course will assist the student in developing a professional identity. In addition, students will learn about the helping process, the roles and functions of the human service professional, and key issues related to the professional development of the human service professional. 3 credits

Course Prerequisite(s) – None

HSV 202 Human Diversity & the Human Environment

This course will focus on diversity as it relates to race, ethnicity, gender and social class. Students are introduced to the effects of oppression and prejudice on individuals and groups in contemporary culture within the United States of America. The perception and presumptions of cultural diversity are introduced in the course, as students become familiarized with the two important elements of cultural diversity - understanding and awareness. By understanding the concepts of “culture” and “diversity” this course provides students with a better grasp of diversity categories, definitions, and the characteristics and systems of cultures. Critical thinking skills are encouraged as student attempt to define their personal presupposition about Christ and culture. The overall goal is to exemplify the challenges and benefits of diversity and strengthen the possibilities of living and working together in a multicultural society. Implications for the practice of human service will be discussed as it pertains to Christian ideology and culture. 3 credits

Course Prerequisite(s) – HSV 101, HSV 200

HSV 206 Foundations and Theories of Human Systems

This course is a continuation of SOC 326. Students continue to explore the person-in-the-environment (PIE), with emphasis on human service delivery at the micro, mezzo, and macro levels. Students in this class will explore the origin, foundation, and development of system theory as a major model used in human services. To conceptualize and integrate prevention, maintenance, intervention, rehabilitation, students are introduced to helpful tools used for assessing the ecological context. The course examines the use of system theory in providing a range of services to individuals, groups, family, organizations, community, and society. The political, ideological, and theological implications of servicing humans in the environment are explored. 3 credits

Course Prerequisite(s) - PSY 326, HSV 200, HSV 202

HSV 208 Social Welfare, Policies, and Practice

This course is an overview of social policy development and evaluation. Students are challenged to analyze policy from an agency standpoint, as well as on national and local levels. The course will also survey the history and current development of policies designed to serve those in need. Social welfare agencies oriented to meet the needs of special populations (e.g. the aged, children and youth, rural and urban groups), and the policies influencing their development will be critically analyzed. Special attention is placed on the role of activism and advocacy in creating policies for the poor. 3 credits

Course Prerequisite(s) – HSV 200

HSV 212 Group Experience & Self Evaluation

The course will provide students with an in depth self-evaluation for both personal development and professional development for the human services field. Student learning will occur through in class instruction and group participation during class. The teaching method will be experiential in nature. 3 credits

Course Prerequisite(s) – PSY 101, HSV 206

HSV 300 Family Systems

A systematic study of family life in modern society from a Christian perspective, covering numerous issues that affect the family, including: marriage, parenting, sexuality, communication, and social dynamics. Students are reintroduced to the first divinely ordained human institution—the family. In this course students will dig deep into Scripture, ever mindful of context, in order to develop a theological basis for understanding family relationships. The course integrates a Christian perspective with insights from psychological and sociological studies to provide an analysis of the American family. 3 credits

Course Prerequisite(s) – PSY 326, HSV 206

HSV 400 Advocacy & Methods for Human Functioning

This course is designed to explore the potential use and benefits of alternative and dispute resolution in human services as a part of the advocacy process. Students will explore the leadership role of the advocate, learn about various disputes, resolution models, and practice mediation skills. This transformational course gives students the opportunity to identify with key Biblical characters that were called to “do justice”, and “show mercy”. Students will experience the roles of a Christian mediator, an advocate, and agency representative through role-play in dyads and small groups. The legal aspects of the roles of activist are also discussed. 3 credits

Course Prerequisite(s) - PHI 306, HSV 200, HSV 202, HSV 206, HSV 208

HSV 401 Community Development and Assessment

This advanced human services skill development course examines the organizational structure of communities and special populations. A focal aspect of this course is developing and implementing a community-based project, giving students the opportunity to develop project leadership skills, as change agents and Godly servants. Within this course students examine and initiate a social change process that addresses the human service needs of a special urban population. As a group, students will select a community to survey and complete a “needs assessment.” Students are expected to assess one of the communities in which they have completed their field experience placement. In addition, students will gain knowledge of the process to effect social change through advocacy work at all levels of society including community development, community and grassroots organizing, and local and global activism. In this course, students are oriented to think not only in terms of individual needs, but also of group and community needs while applying a biblical worldview to vulnerable populations. 3 credits

Course Prerequisite(s) – Senior Status, including 30 credit hours within the HSV major.

While not required it is suggested that the course be taken simultaneously with HSV 410.

HSV 402 Organizations and Case Management

This course covers principles, practices, and issues in case management within human service organizations. The diagnosis and treatment of developmental, psychological, and psychiatric problems and treatments resources in least restrictive and most cost effective

settings will be defined. Students will gain a deeper understanding of interpersonal relationships in organizations framed from a biblical worldview and ethical contexts related to perception, impression management, managing diversity, self-disclosure, coaching, conflict management, influence, power, and politics. Furthermore, this course will examine the characteristics and comprehensive functions of effective human service organizations that are client-based and mission-driven. 3 credits

Course Prerequisite(s) – Senior status; HSV 400, HSV 401

BSHS Practicums and Field Internships

HSV 210 Agency Field Practicum I

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

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

HSV 210 is the first of three practicum rotations. Students complete 40 hours within this practicum.

Course Prerequisite(s) – LBC 101, HSV 200, HSV 202, HSV 208, and HSV 300

HSV 310 Agency Field Practicum II

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

Specific to Field Practice II – This course focuses primarily on the students learning and interactions in the agency. Attention is given to the role of “supervision” as a learning process, as well as understanding types and usage of human service organizations. This course synthesizes agency policies, systems, case management, and organizational behavior within the framework of helping agencies. (1 credit)

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

Course Prerequisite(s) – LBC 101, HSV 200, HSV 202, HSV 206, HSV 208, CNS 310, and HSV 210

HSV 311 Agency Field Practicum III

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

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

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

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

HSV 410 Agency Internship and Seminars

This course provides a “capstone” experience in the transformational process for senior human service majors, by applying and further developing the practical and ministerial application of knowledge and skills learned through an internship in a human service organization. Students are given the opportunity to integrate, skill sets, and professional leadership behaviors that are concurrently being taught in the classroom.

(Seminars for the course are held in class. Students are required to attend at least three seminars). Course Prerequisite(s) – Senior Status, HSV 210, HSV 310, & HSV 311

BSHS - Elective and Concentration(s) Courses

CML 480 Marriage Enrichment

This three-credit course explores systems of human relationships from a Biblical perspective. It is designed to assist those who seek to understand marriage conflicts and principals for ministry purposes, as well as augment learning and relationship building for

married student and those seeking to be married. It examines “marriage” as a core relationship designed to represent Christ and His bride - the church. Students will rediscover God's life intended design for relationships. Biblical tools needed for the minister and Christian counselor, in presenting a theological basis for relationships in the context and influences from our modern societal norms and values are presented. The class will expose marriage myths while redefining marriage the way God intended. The course then examines cultural expectations of marriage permeating into the heart of marital issues. In essence, this course explores God's design for the marriage relationships while investigating the inner struggles of men and women separate and collectively. Course Prerequisite(s) – None

CML 480 Ministry of Comfort

This course is an overview of death, dying, grief, and loss. Students are challenged to develop knowledge and a beginning proficiency in identifying and coping with death, dying, and bereavement. Various perspectives will be utilized to give a range of classical and contemporary material and task-based approaches for individual, family, and even corporate utilization of your skills. Several texts will be utilized to provide a foundation for serving children, adolescents, adults, and the elderly. Terminology and techniques will be utilized that will span cultural and religious perspectives and offer practical guides for communication to encourage the living in the face or shadow of death.

Course Prerequisite(s) Human Service Majors – HSV 200; Other Disciplines – None, this course is a three (3) credit elective.

Christian Service

CS 199 Christian Service

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

VIII. Administration, Staff, Faculty, Board, Cabinet (Governing body)

MCUTS Administration and Staff

Joseph Caldwell, DMin.....	President
Troy Miller, PhD.....	Academic Dean
Sharon Smith, BS	Dean of Students
Greg Hollifield, PhD.....	Assistant Academic Dean; Registrar
Murlene Beauregard, BA.....	Registration Specialist
Marsha Young, BA.....	Financial Aid Specialist
Michael Rhodes, MA.....	Director of Community Development
Audwin Sprouse, MA.....	Admissions Counselor
Ron Allen, MA.....	Admissions Counselor
DiAnne Malone, MFA.....	Student Success Specialist
Cathy Moore, BA.....	Student Services Assistant
Misty Eddelman, MA.....	Academic Coach
Andrew Best, BA.....	Operations Coordinator

MCUTS Faculty

General Education

James D. Conway

PH.D., University of Memphis, 2015

M.A., University of Memphis, 2007

B.A., University of Central Arkansas, 2003

Paul J. Grisham

M.S., Mississippi State University, 1996

B.S., Mississippi State University, 1992

Timothy R. Holler

ED.D., University of Memphis, 2006

M.S., University of Memphis, 1990

B.A., Crichton College, 1988

Charles J. Housholder

M.S., University of Memphis, 1980

B.A., Vanderbilt University, 1969

J. Corey Latta

PH.D., University of Southern Mississippi, 2012

M.A., University of Memphis, 2008

M.A., Harding Graduate School of Religion, 2006

B.A., Crichton College, 2004

DiAnne L. Malone

M.F.A., University of Memphis, 2008

M.A., University of Memphis, 2007

B.A., University of Louisiana, 2003

James H. Shultz

D.MIN., Talbot School of Theology at Biola University, *candidate*

M.DIV., Midwestern Baptist Theological Seminary, 2009

B.A., Missouri Baptist College, 2002

Laura A. Schwent Shultz

PSY.D., Wheaton College, 2012

M.A., Covenant Theological Seminary, 2006

B.A., Rice University, 2002

Brent E. Stenberg

PH.D., Fuller Theological Seminary, 1980

B.A., Texas Christian University, 1974

Carl E. Young, Jr.

M.B.A., University of Phoenix, 2010

B.S., University of Tennessee at Martin, 2001

Bible, Theology, and Ministry

Kelvin R. Bowen

M.C.S., Union University, 2013

B.S., Tennessee State University, 1987

Damon M. Conley

M.Div., Mid-America Baptist Theological Seminary, 2014

M.C.S., Union University, 2009

B.S., University of Tennessee, 2004

Chris Davis

M.DIV., Mid-America Baptist Theological Seminary, 2011

B.S., Southeast Missouri State University, 2007

Michael C. Davis

M.DIV., Covenant Theological Seminary, 2014

B.S., University of Missouri-Columbia, 2009

Gregory K. Hollifield

PH.D., Mid-America Baptist Theological Seminary, 2002

M.DIV., Mid-America Baptist Theological Seminary, 1999

M.A., Pensacola Christian College, 1989

B.A., Southeastern Free Will Baptist College, 1987

R. Cole Huffman, II

D.MIN., Beeson Divinity School at Samford University, 2010

TH.M., Dallas Theological Seminary, 1995

B.S., University of North Alabama, 1991

Larry B. Lloyd

D.MIN., Fuller Theological Seminary, 1989

M.DIV., Fuller Theological Seminary, 1983

B.S., Rhodes College, 1979

Troy A. Miller

PH.D., University of Edinburgh, 2002

M.DIV., Southern Baptist Theological Seminary, 1997

B.A., Palm Beach Atlantic University, 1994

Eli T. Morris

D.MIN., Fuller Theological Seminary, 1996

M.DIV., Memphis Theological Seminary, 1990

B.A., Memphis State University, 1977

Mark Morris

PH.D., Southern Baptist Theological Seminary, 2014

D.MIN., Southern Baptist Theological Seminary, 1990

M.DIV., Golden Gate Baptist Theological Seminary, 1983

B.S., University of Arkansas, 1980

Scott K. Nikaido

PH.D., University of California, 2002

M.A.J.S., University of Judaism, 1989

B.S., University of California, 1982

Michael J. Rhodes

PH.D., University of Aberdeen, *Candidate*

M.A., Gordon-Conwell Theological Seminary, 2015

B.A., Covenant College, 2008

Richard Rieves

M.DIV., Reformed Theological Seminary, 1991

B.A., University of Memphis, 1987

Stacy L. Spencer

D.MIN., Drew University, 1999

M.DIV., Southern Baptist Theological Seminary, 1993

B.S., Western Kentucky University, 1990

Reginald D. Taylor

M.C.S., Union University, 2013

B.S., Crichton College, 2001

A.S., Shelby State Community College, 1996

Wesleigh J. Thomas

D.MIN., Memphis Theological Seminary, 2014

M.DIV., Memphis Theological Seminary, 2010

B.S., Crichton College, 2006

Melvin D. Watkins

M.DIV., Memphis Theological Seminary, 2012

B.S., Crichton College, 2003

Sanders L. Willson

D.D., Crichton College, 2001

M.DIV., Gordon-Conwell Theological Seminary, 1982

B.S., University of Virginia, 1973

Human Services

Jelisa Lewis

M.S., Victory University, 2013

B.A., Christian Brothers University, 2010

Darryl S. Tukufu

PH.D., University of Akron

M.A., University of Akron

B.A., Youngstown State University

LBC Presidential Leadership Team

Peter W. Teague, EdD.....President

Philip E. Dearborn, EdD...Provost

John Zeswitz, BS Executive Vice President

Joshua Beers, MA Senior Vice President of Student Experience

LBC Board of Trustees

Mr. Philip A. Clemens

Rev. Kenneth L. Barney

Mr. James J. Fetterolf

Mr. Quintin F. Frey

Dr. L. Ronald Hoover

Mr. Robert L. Horst

Mr. David E. Hosler

Ms. Tracey C. Jones

Mr. Robert A. Kepiro

Mr. Charles H. Kreider

Mr. Stuart J. Levey
Mr. Larry L. Martin
Mrs. Sally L. Martin
Mr. Larry W. Rohrer
Mr. Paul J. Sebastian
Mrs. Ruth Ann Shertzer
Dr. Peter W. Teague
Mr. Steven Wolgemuth

LBC Honorary Trustees

Rev. Dr. Eric G. Crichton
Mr. Charles F. Frey
Mr. Richard W. Good
Mr. Richard J. Goodhart