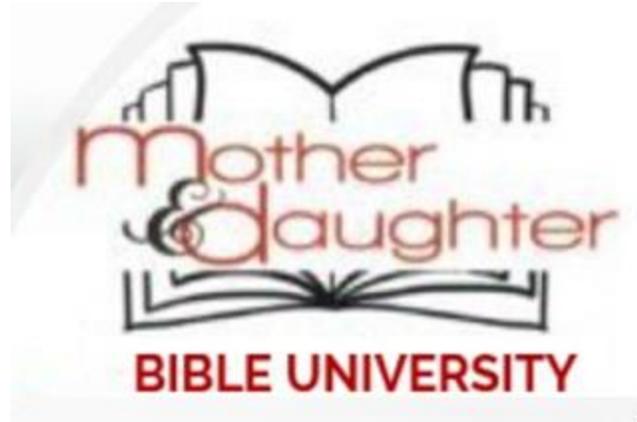




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Mother and Daughter Bible University

Course Catalog 2024-2025

“Bridging the Gap.”



“It’s Just a Walk Across the Bridge!”

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Mother and Daughter Bible College*
Administrators and Coalition Team Members: TBA

Administrators:

Dr. Bessie Fletcher, PhD.	Chief Executive Officer
Dr. Cynthia Oliver, EdD, MACP.	Dean of Education (Administrator)
Dr. Ann Wade, EdD, PhD	On-line Administrator

Hollywood Work Release Center

954 985-4720

School Staff

Staff are available Monday through Friday from 9:00 a.m. to 6:00 p.m.

College Phone number 833-634-5622

Dr. Bessie Fletcher, Chief Executive Officer 954 665-4205

Dr. Cynthia Oliver, Dean 954 562-6426

Dr. Ann Wade, On-line Administrator 336 552-8994

School Calendar

The following holidays will be observed by the school and classes will not be held. Holidays are not counted as part of the contracted time schedule and are calculated in your contract.

Observed Holidays

New Year's Day
Martin Luther King Day
Independence Day
Memorial Day
Labor Day
Thanksgiving
Christmas



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Meet the Staff



President and Chaplain of The Mother and Daughter Bible College

Dr. Bessie Fletcher is a Christian clinical Psychologist and Ordained Chaplain. As a psychologist, Dr. Bessie specializes in enhancing mother-daughter relationships and teaches others how to manage their "Intra-Conversations," those ongoing dialogues within one's mind.

Dr. Bessie is the founder of several impactful initiatives, including Mother and Daughter Faith Trust Ministries, Mother and Daughter Global Movement, Matriarch Now Community, and The Mother and Daughter Bible College.

She is also the Publisher and owner of: The Mother and Daughter Bonding Magazine and Mother and Daughter Television Network.

Additionally, Dr. Bessie is the weekly radio host of Mother and Daughter Roundtable on Blog Talk Radio, and airs live on Pure Africa Radio.

She is the author of several books, including *Good News: God Speaks to Mothers and Daughters*, *Dream Recipe* and *Seventy X Seven*.

Dr. Bessie's academic credentials are extensive, she has a B.S. in Psychology, a M.A. in Community Economic Development, a Ph.D. in Christian Clinical Psychology, Post-master's studies in Human Resources and Counseling, and a Theological Degree,



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Dr. Anne Wade D.Ph. On-line Administrator, PhD Program Director & College Instructor

Dr. Anne has a BA in History, BA in Psychology, MS in Educational Leadership, MS in Criminal Justice, Ed.D. in Educational Leadership, and a Ph.D. in Public Safety Leadership/Criminal Justice. She loves the art of teaching and the field of Criminal Justice and Education. Dr. Anne is also a Criminologist and has training as a Forensic Investigator and as a Cold Homicide Case Reviewer.

Dr. Anne has taught Criminal Justice since 1989. Prior to joining the teaching profession, she was a juvenile detention officer as well as a law clerk. She teaches all levels in Education, Educational Leadership, Development Psychology, and Criminal Justice. She has written 10 books and numerous articles. Aside from being a teacher, Dr. Anne is also an artist and a small business owner. She paints, does fiber and glass arts, and potting. She loves the creative process and applies that to her courses.

Currently Dr. Anne is the Vice President of Teaching and Education at Charisma University and Dean of Social Justice Missions at Missional University.

Dr. Anne teaches for universities all over the world and loves the experience and knowledge she has gained from her students. Her husband, Wesley, who is an RN working in prison medicine, has kept her grounded. God sent her exactly the man she needed. Her most rewarding position is the one with Mother Daughter Bible College. She loves the strong women God has placed in her life!

God has helped Dr. Anne through the most difficult times in her life, and she is thrilled with the chance to give him the glory through her calling at the Mother Daughter Bible College. She loves to encourage people to follow their dreams through education.



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Dr. Cynthia Oliver, EdD, MACP, Dean of Education, Program Director & College Instructor

Dr. Cynthia Oliver (AKA Dr. O) is a devoted wife and the mother of six adult sons. She is the co-founder and Dean of Education at The Mother and Daughter Bible College, where her primary focus is on nurturing and guiding her students through their educational journey. She believes she has one job, that is to encourage students to accept pass failures, seeing them as stepping-stone forward a brighter future so that they can find forgiveness for themselves in order to move forward. Scripture is clear on the matter: ¹³ *Brethren, I do not count myself to have ¹³apprehended; but one thing I do, forgetting those things which are behind and reaching forward to those things which are ahead,* ¹⁴ *I press toward the goal for the prize of the upward call of God in Christ Jesus* (Philippians 3:13-14).

Dr. O's academic credentials include a:

- Doctor of Education with a specialty in Organizational Leadership
- Bachelor of Science
- Master of Arts in Counseling Psychology
- Associate in science (Radiology)

Her diverse educational background underscores her commitment to lifelong learning and personal growth. With over 16 years of experience as a college adjunct instructor, Dr. O Teaches psychology, success strategies, and career development. She brings a unique psycho-spiritual approach to her teaching, this holistic perspective reflects her belief that education empowers individuals to reach their full potential and achieve their goals, despite their pass.

Dr. O is passionate about building strong student-instructor relationships while motivating them to believe in themselves. Her dedication extends beyond traditional classroom settings which include working with those in substance abuse treatment and the prison system.

She is known for her brutal honesty which earned her the title “The Crazy Professor”.



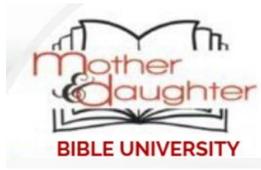
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Apostle Marion Warner, Adjunct Professor of Biblical Studies

Apostle Warner is a seasoned educator with over 15 years of teaching experience, currently serving as an adjunct instructor at The Mother and Daughter Bible College. She holds a master's in education with a specialization in Curriculum Instruction and a bachelor's degree in business administration, providing her with a robust foundation in both education and leadership.

A lifelong learner, Apostle Warner is passionate about sharing her knowledge and teaching leadership principles. Her dedication extends beyond the classroom; she is an ordained minister of the Gospel and actively contributes to The Mother and Daughter Global Movement as a board member. Additionally, she leads as the National Director of the Ambassa-Daughter program for The Mother and Daughter Faith Trust Ministries/ Matriarch Now Community where she continues to inspire and guide the next generation of leaders.



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Minister of Media Production

Dr. Valerie A. Fletcher (aka. Dr. Va) is a dedicated and multifaceted professional, known for her impactful work across various domains.

Dr. Valerie Education includes:

- Reverend Doctor (Ordained and licensed ministers)
- Certificate of Achievement Production, Television, and Film
- Bachelor of Science degree (Business Administration)
- Associate (General Studies)

Global Outreach: advocate for youth, men, and women, with a commitment to global ministry.

Bible Teacher & Minister: Bible teacher, prison minister, and long-time prayer warrior, specializing in intercession and deliverance.

Entrepreneur & Media Professional: In addition to her spiritual work, Dr. Val is an entrepreneur and a skilled scriptwriter, audio/video editor, and film producer.

Producer: Audio radio, Television, and film.

Family & Personal Life: She is a loving daughter, twin sister, mother, grandmother, and auntie. As a motivated believer in the Holy Bible, Dr. Val is deeply devoted to her faith and the Lord Jesus Christ.

Dr. Valerie A. Fletcher resides in Atlanta, Ga. where she continues to inspire and uplift through her diverse roles and unwavering dedication.



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COLLEGE CALENDAR AND IMPORTANT DATES

Class Schedule 2025- 2026

Start Dates

Jan 6- 31 **(Winter Semester)**

Feb 3-28

Mar 3- 31

April 1 – April 6 (Spring Break)

Apr 7 – 30 **(Spring Semester)**

May 5 – 31

Jun 2 – 30 **(Summer Semester)**

July 1- 31

Aug 4 – 10 (Summer Break)

Aug 11-31 (Fall Semester)

Aug 11-31

Sept 1-30

Oct 1-31

Nov 3-26 **(No Evening Class)**

Nov 27- 30 **(Thanksgiving Break)**

Dec 1- 19

Dec 12 **(All final projects must be submitted)**

December (Graduation TBA)

Jan 6, 2026, New school year orientation

Class Schedules

The total hours of each program vary and are dependent upon the curriculum.

Class hours TBA, courses are instructional.

Classes are 4week courses. Every nine weeks starts a new quarter, and there will be interactive school rallies throughout the year via zoom and/or face to face.

Classes are Held via Conference Calls and/or Zoom (TBA by instructor)

- Regular class assignments must be submitted via Moodle Learning Management System (LMS) and/or drop box on school's portal on the due dates.
- For those residing in the Work Release Centers (special arrangements may have to be made).
- Assignments must be posted by Sundays at 11:59 pm on the due dates.
- Students residing in Work Release Centers are required to put in 4 Lab hours (weekly).
- Should students miss class a make-up session will have to be scheduled by instructor.

School's Mission:

“To empower those who recognize their God-given rights to life, liberty, and happiness. Our role as Educators is to provide solutions that support and promote education”.

Core Values:

Responsibility-We believe in holding our students accountable for their own achievement.

Education - We believe that education and purpose really is the wind beneath our wings in that it allows the individual leverage to soar and land where they please.

Attitude- We believe it takes a positive attitude to achieve positive results

Persistence- We believe this to be the most important factor in achieving success

Registration Requirements

Students must have registered for courses prior to the start of school year. Classes are offered at no cost to the students residing in Work Release Centers. Students were registered by submitting applications via the web. Students are/were required to produce the following:

- DOC Identification (state ID)
- High school diploma/ G.E.D. Certificates and or College Transcripts were requested prior to start date, documentation of such were to be presented at time of registration, however in lieu of circumstance students could start if they had not received documents, students were made aware that continuing and graduation is contingent on having produced required documents as proof for participating in program.

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School Policies

Entrance Requirements

1. Students must possess a High School Diploma or a General Education Development (G.E.D.) Diploma.
2. The minimum educational requirement for enrollment is the Ability to Benefit which is defined as:
 - A. Typically, an interview with the administrative staff would have reviewed/discussed Essay and Assessment Document with student as well as discuss any questions regarding enrollment.
 - B. Students having a High School Diploma or a General Education Development (G.E.D.) will be accepted in MDBC.
 - C. MDBC will accept any College Transcripts as proof of prior learning. Which will determine the number of credits to be accepted by MDBC?

Attendance Requirements

Mother and Daughter Bible College records the weekly assignments of each student in accordance with institution guidelines. Records of students' assignment are equivalent to attendance and will be kept on file and are available for student review. **Courses are Asynchronous vs. Synchronous. Asynchronous courses are where learning refers to students accessing materials at their own pace and interacting with each other over longer periods.** This school requires students to be in attendance for 80 percent of the program, if course is scheduled as **Synchronous: where learning refers to instructors and students gather at the same time (virtually or physically) in that they are interacting in real-time.** Absenteeism for more than 20 percent of the total program constitutes cause for dismissal. Students who have greater than 20 percent absences will have their case reviewed by the school dean and Executive Officers with the likelihood of being dropped from the program. Students who realize that their absence will extend beyond 20 percent of the program have the option of requesting an official leave of absence.

Leave of Absence:

Students will be granted a leave of absence upon request. The following guidelines must be adhered to:

1. The request for a leave of absence must be submitted in writing.
2. The request must have the date that the student will begin the leave and the expected date that she will resume assignments.

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3. Leaves of absence will be honored within the student's Enrollment Agreement contract and will not extend beyond the contract. Should a leave request take the student beyond the contracted completion date, the student may be subject to re-entry under a new contract or an amended contract for next year. If the student does not re-enter within the contracted schedule and does not arrange for a contract amendment, then the student's contract will be terminated...

Note: Each individual situation will be handled privately. The school will make every effort to help students meet their educational goals. It will be necessary to meet with the Dean and assigned mentor before returning/resuming. Students should be prepared to make up lessons lost prior to reentry into the program.

Missed Lessons

Hours lost due to work or discharge will be recorded and students will be given additional reading and assignment to make-up hours. Students are responsible for making up class work and assignments. Missed lessons must be made up to meet the minimal attendance and graduation requirements. Students will need to meet with the dean face to face if local or on-line chat/conference call before resuming.

Make-up Work

For students to meet their educational goals they must receive instruction in all aspects of the program. Lessons missed due to absences, or a leave of absence needs to be made up. The student must make up missed classes and assignments within five (7) business days. Students should contact their instructor to get missed assignments. Students who do not take advantage of the school's make-up policy may need to arrange for on-line chat when applicable, should the student request to wait until the missed lesson is offered in another class the student needs to be aware that this may change their completion date. The student will need permission from the school's dean for a change in completion date and may result in a contract amendment. This is predicated on the success of the program.

Tardiness

Developing good work ethics is an important part of the training The Mother and Daughter Bible College. Students signing on late for class are interrupting the instructor and other students. The following recording system will be used for tardiness.

- 1 to 15 minutes late will be counted as 15 minutes late.



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- 16 to 30 minutes late will be counted as 30 minutes late.
- 31 to 60 minutes late will be counted as a missed class.

It is the responsibility of the student to make up for missed assignments. The Mother and Daughter Bible College encourages students to plan to arrive at the classroom at least 10 minutes before the start of class. Being that class time/workshops are minimum students cannot afford to miss class if they are local or on campus.

Code of Conduct

The following conduct is unacceptable and will not be tolerated:

1. Any forms of bias including race, ethnicity, gender, disability, national origin, and creed as demonstrated through verbal and/or written communication and/or physical acts.
2. Sexual harassment including creating a hostile environment and coercing an individual to perform sexual favors in return for something.
3. Any type of proven dishonesty, including cheating, plagiarism, knowingly furnishing false information to the institution, forgery and alteration or use of institution documents of identification with intent to defraud.
4. Intentional disruption or obstruction of teaching, research, administration, disciplinary proceedings, public meetings and programs, or other school activities.
5. Physical or mental abuse of any person attending on-line or at a function sponsored or supervised by the school.
6. Any attempt to damage the school's name or reputation or member of the school's community.
7. Failure to comply with directions of instructors acting in the performance of their duties.
8. Violation of the law by a student in attendance may affect the school's community pursuit of its proper educational objectives. This includes, but is not limited to, students appearing to be under the influence of alcoholic beverages and/or controlled substances while in attendance whether it be on-line or face to face the administrative personnel is to advise student(s) dismiss from the class.



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Conditions for Dismissal

Students may be dismissed from the program for the following reasons:

1. Not adhering to the school's rules, regulations, policies, and code of conduct
2. Missing more than 20 percent of instruction time
3. Not maintaining the minimum grade point average

The school's dean will notify the student in writing should it become necessary to dismiss the student. The dismissal letter will contain the date and the reason for dismissal. It is the responsibility of the dismissed student to notify or communicate with DOC staff regarding the dismissive.

Students that have been dismissed from the program and are requesting re-entry must put the request in writing to the school dean. In cases where the student was dismissed for excessive absences (greater than 20 percent) In cases where the student was dismissed due to failure to maintain the minimum grade point average, it may be possible for the student to receive tutoring. In cases where the student was dismissed due to unacceptable conduct the student may have to meet with a review panel before re-entering the program. The decision of the review panel is final, and the student will receive a letter within seven business days from the school dean stating the decision of the panel.

Credit for Previous Learning/Training

The Mother and Daughter Bible College is committed to helping students reach their educational goals. However, technology has changed and to ensure that our students graduate with the skills necessary to achieve success in the workplace we will recommend refer students to local library on-line resource should student not show she lack proficiency in Microsoft word, a necessary skill for completing and submitting their assignments. Instructors should guide and instruct students to take advantage of on-line free resources. Students wishing to receive recognition for previous course work must provide proof.



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Student Complaint/Appeal Process

Students who have a complaint or who would like to appeal a dismissal must request in writing an appointment for an interview with the school director. The written request should include the following information:

1. Student's full name, address. UR digits of their social security number (or student number), and current address
2. A statement of the concern including dates, times, instructors, and if applicable, other students involved.
3. Date of complaint letter and signature of the student
4. Three dates on which the student would be available for a meeting with the school director and/or appeal panel. These dates should be within 10 business days of the complaint.

The school director will notify the students in writing of the appointment date in which the concerns or appeal will be addressed. Every effort will be made to bring an amicable closure to the concern. Should it be necessary, a panel of instructors will hear the concerns and will be asked to assist in bringing a resolution to concerns and/or appeals? The student will be notified in writing within five business days of the outcome of the meetings. The decision of the director and/or appeal panel is final. Should the contract be cancelled by either the student or the school the date on the complaint letter will be used as the date to calculate any refund in accordance with the school's refund policy.

Grading System

The competencies taught in each program offered at Mother and Daughter Bible College will be evaluated using written examinations and skill development tests. The minimal points to pass course is 60, maximum points 100. Students who achieve lower than 60 points will not be awarded pass for the term and the class will have to be repeated at the cost of the student.

A student's Grade Point Average (G.P.A.) is based on the sum of all grades received through course of the program and divided by the total number of classes.

A student's Grade Point Average (G.P.A.) is based on the sum of all grades received through testing and divided by the total number of assignments and tests.



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Incomplete Grades

Incomplete grades are given when a student is unable to complete a course because of illness or other serious issues. An incomplete grade may also be given when through negligence or procrastination students fail to turn in work or take exam. A student who misses a final examination must contact the instructor within twenty-four hours of the exam to arrange for a make-up examination. If the student does not decide to take missed exams, then a failed grade will be given. Students who withdraw and are passing the program will be given a WP (withdrew passing). Students who withdraw and are not meeting the minimum grade point average will be given a WU (withdrew unsatisfactory grades).

Probation for Below Average Grades

Students who fail to maintain the minimum grade point average of Less than 95 points for graduation will not receive Degree. Students unable to increase their grade point average may be dismissed from the program.

Student Evaluation Techniques

A test may be administered after each lesson to determine the amount of learning that has taken place. Test scores that are Less than 60 points are an indication that the necessary skills for entry into employment were not acquired. Students should plan for additional practice, independent study or tutoring. Tests will be both cognitive and psychomotor with the psychomotor skills being measured against industry standards. This allows students to keep a record of their progress. Other methods of evaluation may include skill development tests, hands-on skill evaluation, and individual and group projects.

Withdrawing from School

Students must fill out a withdrawal notification and submit it to the school director. This document must contain the student's name, student ID number, and date of withdrawal. All financial obligations on the part of the school and the student will be calculated using the official withdrawal date. It is the student's responsibility to withdraw officially from the school. Failure to withdraw formally may result in failing grades, breach of contract, dismissal, and additional financial obligations.



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Student Records

Student records will be maintained by the school until the school closes. At that time, records will be forwarded as requested by Department of Labor and/or Workforce Development. Upon graduation, students will be given a copy of their records. These records should be maintained indefinitely by the student.

The records that the school will maintain are as follows:

1. Attendance records
2. Academic progress and points should relate to assignments.
3. Placement data
4. The *Enrollment Agreement*
5. The Ability to Benefit (where applicable)
6. Record of credit given for previous training.
7. Records of meetings, appeals, disciplinary actions and dismissals.
8. A copy of the graduation certificate(s) from this school
9. Personal Assessment Records (where applicable)

Student records are maintained by the school administrative staff and are available for review by the student at any time. Students are encouraged to submit updates to their records, such as address changes. All records are private and are handled with confidentiality.

Credit Disclaimer Statement

The Mother and Daughter Bible College offer correspondence college courses. The use of the term courses refers to academic college coursework. The Mother and Daughter Bible College is not approved to offer accredited courses as we stand however, we are currently in the process of achieving our accreditation. Going forward The Mother and Daughter Bible College will serve as a Bible college with a vocational component under the umbrella of The Mother and Daughter Faith Trust Ministries.

Facilities

The Mother and Daughter Bible College is currently offering classes at *Hollywood* Transition *Work Release* Center - Women in *Hollywood*, 8501 E Cypress Dr. Pembroke Pines, FL 33025. Featuring classrooms for lectures and workshops, our population females, and staff are available for phone questions regarding assignments and other school related issues from 9am -9pm.

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Courses Offered

Note: The school reserves the right to make changes in arrangements of course order, and dates; you will always be advised well in advance of any changes. All courses will be taught from an integrated approach as it relates to Scripture and Psychology.

Mother and Daught Bible College (MDBC) Course Information:

Associate of Biblical Studies

Course Description: Old Testament and New Testament

Biblical Studies: Old Testament

BSOT- Old Testament/The Pentateuch

		<i>Credit Hours</i>
OT 100	Genesis Exodus	3
OT 102	Leviticus Numbers	3
OT 103	Deuteronomy	3
OT 104	Joshua Judges	3
OT 105	Ruth	3
OT 106	Esther	3
OT 107	Job	3
OT 108	Psalms Proverbs	3
OT 109	Ezekiel	
OT 110	Daniel	3

BSNT- New Testament/Gospels and Acts

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NT 111	(2 Gospels) Matthew & Mark	3
NT 112	(2 Gospels) Luke & John	3
NT 113	Acts	3

SNT- New Testament/Letters

NT 114	Romans	3
NT 115	1 Corinthians	3
NT 116	2 Corinthians	
NT 117	Galatians Ephesians	3
NT 118	Titus	2
NT 119	Hebrews	
NT 120	1 John 2 John	3
NT 121	3 John	3

Credits Required: Associate of Biblical Studies

Total 60

Total 72
(End of first year)



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Course Information: Bachelor of Biblical Studies

Course Description: Old Testament

The Old Testament (also known as the Jewish Tanakh) is the first 39 books in most Christian Bible. The name stands for the original promise with God (to the descendants of Abraham in particular) prior to the coming of Jesus Christ in the New Testament (or the new promise). The Old Testament contains the creation of the universe, the history of the patriarchs, the exodus from Egypt, the formation of Israel as a nation, the subsequent decline and fall of the nation, the Prophets (who spoke for God), and the Wisdom Books.

Biblical Studies: Old Testament

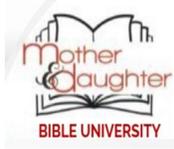
BSOT- Old Testament/The Pentateuch

		<i>Credit Hours</i>
Law		
OT 200	Genesis Exodus	3
OT 201	Leviticus Numbers	3
OT 202	Deuteronomy	3
		<hr/>
		Total 9

BSOT- Old Testament/History

OT 203	Joshua Judges	3
OT 204	Ruth	3
OT 205	1 Samuel 2 Samuel	3
		Total 9
OT 206	1Kings 2 Kings	3

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OT 207	1 Chronicles	3
	2 Chronicles	
OT 208	Ezra	2
		Total 8
OT 209	Nehemiah	2
OT 210	Esther	3
BSOT- Old Testament/Poetry		
OT 211	Job	3
OT 212	Psalms	3
OT 213	Proverbs	3
		Total 11
OT 214	Ecclesiastes	3
OT 215	Songs	3
BSOT- Old Testament/Prophets		
OT 216	Isaiah	3
	Jeremiah	
		Total 9
OT 217	Lamentations	3
	Ezekiel	
OT 218	Daniel	3
	Hosea	
OT 219	Joel	3
	Amos	
		Total 9

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OT 220	Obadiah	2
OT 221	Jonah	2
OT 222	Micah	2
OT 223	Nahum	3
	Habakkuk	

Total 9

OT 224	Zephaniah	3
	Haggai	
OT 225	Zechariah	3
OT 226	Malachi	3

Total 9

BSNT- New Testament/Gospels and Acts

NT 227	(2 Gospels) Matthew & Mark	3
NT 228	(2 Gospels) Luke & John	3
NT 229	Acts	3

Total 9

BSNT- New Testament/Letters

NT 230	Romans	3
NT 231	1 Corinthians	3
	2 Corinthians	
NT 232	Galatians	3
	Ephesians	
NT 233	Philippians	3
	Colossians	

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		<u>Total</u> 12
NT 234	1 Thessalonians 2 Thessalonians	3
NT 235	1 Timothy 2 Timothy	3
NT 236	Titus	2
NT 237	Philemon Hebrews	3
		<u>Total</u> 11
NT 238	James	3
NT 239	1 Peter 2 Peter	3
NT 240	1 John 2 John	3
NT 241	3 John Jude	3
		<u>Total</u> 12

Final

BSNT- New Testament/Prophecy

NT 242	Revelation	3
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Credits Required: Bachelor of Biblical Studies **Total 120**

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Course Information:

Associate of Christian Psychology

Course Description:

The training of Christian Psychology and Biblical Studies is designed to equip students for a more effective study in the field of psychology. This integrative approach to Christian studies in the various disciplines builds on one another, by providing a unique approach to wellness and healing. Starting with self-psychology, our students develop skills needed to succeed within an academic setting. Knowing how psychology applies to the self is key to seeing how it applies to others. The program will further provide preparation for those seeking entry level positions in human services and counseling.

		Credit Hours
PSY 100	Work Ethic	3
PSY 101	Managing Your Intra-Conversation (MYIC)	3
PSY 106	Abnormal Psychology: Psychology of Addiction I	3
PSY 107	Abnormal Psychology: Psychology of Addiction II	3
PSY 201	Self-Psychology/Personal Counseling Independent Course Work I	3
PSY 202	Self-Psychology/Personal Counseling Independent Course Work II	3
PSY 108	Behavioral Self Control: Self-Regulation I	3
PSY-109	Behavioral Self Control: Self-Regulation II	3
PSY 110	Health Psychology: Health and Wellness Development	3
PSY 200	Developmental Psychopathology: Codependency No More	3
PSY 203	Developmental Psychopathology of The Mother and Daughter Relationships	3
PSY 207	Spiritual and Psychopathology: Matters of the Heart	3
PSY 208	Women's Mental Health: The Wounded Heart	3
PSY 209	Psychology of Women: Unveiling the Beauty of a Woman	3
PSY 210	Social Psychology: Not a Crime to be Poor	3
PSY 211	Psychologies of Art and Healing: How Does Analysis Cure	3
PSY 212	Perception: Career Development	3
PSY 102	Final Project Creating a Counseling Model & Practice	3

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Total 52

Biblical Studies Courses: Associates of Christian Psychology

OT 001	Old Testament vs. New Testament Discovery; A Tale of the same old Sins	3
OT 100	The Book of Genesis	3
OT 214	The Book of Ecclesiastes	3
OT 204	The Book of Ruth	3
OT 106	The Book of Esther	3
OT 108	Proverbs 31 and Titus 2	3

Total 18

Credits Required: Associates of Christian Psychology

Total (69)

Courses: Bachelor of Christian Psychology

Course Description

Achieving a Bachelor of Arts degree in Christian psychology with The Mother and Daughter Bible College allows graduates to apply the advancement of Self-Psychology to the study of theory and psychological finding. Further, students will be viewing psychology through the lens of God's Analysis of humanity. By leaving no room for judgment, this integrated approach will empower students to think critically about human behavior, teaching them to approach life and people with the compassion of God.

PSY 300	Introductions and Overview: Where I Stand	3
PSY 301	Theories of personality: Psychoanalytic Therapy	3
PSY 302	Psychology of Gender: Women Studies	3
PSY303	Developmental Psychology: Culture and Development	3
PSY 305	Learning and Motivation: Existential Therapy	3
PSY 306	Cognitive Psychologies: Behavior Therapy	3
PSY 307	Clinical counseling methods	3

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PSY 308	Directed Individual Research	3
PSY 309	Rehabilitation Psychologies and Disability	3
PSY 310	Adlerian Therapy	3
PSY 311	Psychologies of Death and Dying: Adulthood and Aging	3
PSY 312	Child Development : Birth Order and Sibling Relationships	3
PSY 313	Psychology of religious experience	3
PSY 314	Adolescence Developments: Psychosocial Stages	3
PSY 315	Alcohol Use and Abuse: Reality Therapy	3
PSY 316	Abnormal Psychology	3
PSY 320	Topics in Social Psychology: Conflict Resolution	3
PSY 321	Topics in Clinical Psychology: Diversity Issues in Clinical Practice	3
PSY 322	Topics in Developmental Psychology: Moral Development	3

Total 57

Credits Required: Bachelor of Christian Psychology

Total (120)

Course Information: Recovery Peer Support Specialist

The courses are designed (with and integrated appreciate for the enhancement of one's Spiritual and Psychological development, its target audience, women, who have lived experience of having been victimize by life, Prison, Substance Abuse, Domestic Violence, Economic Disparity (Low Income/Subsidized Income) and the Displaced, and Homeless (**Course list Below**)

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FCB Credential:		
CONTENT AREAS	CURRICULUM TRAINING TOPICS, HOURS, and FORMATS	CURRICULUM MATERIALS PROVIDED
Content Domain 1: Hours Required:	Substance Abuse Treatment Terminology/Competency Lab – 1 hour weekly for the length of the program	Florida Administrative Code & Florida Administrative Register [Chapter 65D-30 <i>Substance Abuse Services Office</i>] (2019 b) <i>Department of the State</i> . Retrieved from: https://www.flrules.org/gateway/ChapterHome.asp?Chapter=65d-30
Content Domain 2: Hours Required:	Ethic – 6 CEU hours	Core Competencies for Peers Working in the Criminal Justice System DRAFT Report (2017). <i>Florida Certification Board</i> , Retrieved from https://www.prainc.com/wp-content/uploads/2017/07/Draft-Core-Competencies-for-Peers-Working-in-CJ-Settings.pdf
Content Domain 3: Hours Required:	HIPAA/Confidentiality – 2 CEU hours	Frequently Asked Questions: Applying the Substance Abuse Confidentiality Regulations to Health Information Exchange (HIE) (2021 <i>U.S. Department of Health and Human Services Substance Abuse and Mental Health Services Administration Center for Substance Abuse Treatment, SAMHSA</i> Retrieved from: https://www.samhsa.gov/about-us/who-we-are/laws-regulations/confidentiality-regulations-faqs
Content Domain 4: Hours Required:	Self-Care/Professional Development – 4 CEU hours	Clinical Supervision and Professional Development of the Substance Abuse Counselor: Treatment Improvement Protocol (TIP) Series (2014) <i>U.S. Department of Health and Human Services Substance Abuse and Mental Health Services Administration Center for Substance Abuse Treatment, SAMHSA</i> Retrieved from: https://store.samhsa.gov/sites/default/files/d7/priv/sma14-4435.pdf
Content Domain 5: Hours Required:	Cultural Competency – 4 CEU hours	Core Competencies for Peer Workers in Behavioral Health Services (2018). SAMHSA Brining (online study Guide) Recovery Supports to Scale Technical Assistance Center Strategy (BRSS TACS). Retrieved from Retrieved from: https://www.samhsa.gov/sites/default/files/programs_campaigns/brss_tacs/core-competencies_508_12_13_18.pdf .
Content Domain 6: Hours Required:	Legal and Professional Responsibility – 6 CEU hours	Florida Administrative Code & Florida Administrative Register [Chapter 65D-30 <i>Substance Abuse Services (online handout) Office</i>] (2019 a) <i>Department of the State</i> , Retrieved from: https://www.flrules.org/gateway/ChapterHome.asp?Chapter=65d-30 Substance Abuse and Mental Health Services Administration: Substance Use Disorders Recovery with a Focus on Employment and Education (2021). HHS Publication No. PEP21-PL-Guide-6 Rockville, MD: National Mental Health and Substance Use Policy Laboratory, SAMHSA <i>Substance Abuse and Mental Health Services</i>

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		Administration. Retrieved from SAMHSA: https://store.samhsa.gov/product/Substance-Use-Disorders-Recovery-with-a-Focus-on-Employment/PEP21-PL-Guide-6
Content Domain 7:	Risk/Crisis Management – 6 CEU hours	Crisis Counseling Assistance and Training Program (CCP): Transition to Regular Services (PowerPoint and study Guide)Program (RSP) Training (2013) <i>Substance Abuse and Mental Health Services Administration (SAMHSA) FEMA</i> , Retrieved from: https://www.samhsa.gov/dtac/ccp-toolkit/train-your-ccp-staff/transition-rsp-training
Hours Required:		
Content Domain 8:	Domestic Violence – 3 CEU hours	Reilly, M. P., Ph.D., Shopshire, S. M., Ph.D. Timothy C. Durazzo, C. T., & Ph.D. Torri A. Campbell, A. T., Ph.D. (2020). <i>Anger Management for Substance Use Disorder and Mental Health Clients[Events and Cues (2) & The Aggression Cycle(4)] Participant Workbook</i> Retrieved from: https://store.samhsa.gov/sites/default/files/d7/priv/anger_management_workbook_508_compliant.pdf
Hours Required:		
Content Domain 9:	Re-engagement, Crisis Support and Safety – 4 CEU hours	National Guidelines for Behavioral Health Crisis Care Best Practice Toolkit (2020). <i>Substance Abuse and Crisis System Coordination (pp. 13-26) Mental Health Services Administration, SAMHSA</i> Retrieved from: https://www.samhsa.gov/sites/default/files/national-guidelines-for-behavioral-health-crisis-care-02242020.pdf
Hours Required:		
Content Domain 10:	Active Care Coordination – 6 CEU hours	<i>Criteria for the Demonstration Program to Improve Community Mental Health Centers and to Establish Certified Community Behavioral Health Clinics</i> (2016). [CCBHC-Criteria] <i>Substance Abuse and Mental Health Services Administration, SAMHSA</i> Retrieved from https://www.samhsa.gov/sites/default/files/programs_campaigns/ccbhc-criteria.pdf
Hours Required:		
Content Domain 11:	Documentation – 3 CEU hours	Pierce, A., (2018) Documentation and Maintaining Peer Support Values [PowerPoint Slides]. SlideShare, Retrieved from: https://www.viahope.org/wp-content/uploads/2018/02/Documentation-2018-Final-Final.pdf
Hours Required:		
Content Domain 12:	Resource Linkage/Follow Up – 4 CEU hours	Screening, Brief Intervention and Referral to Treatment (SBIRT) in Behavioral Healthcare. <i>Substance Abuse and Mental Health Services Administration</i> . Retrieved from SAMHSA: https://www.samhsa.gov/sites/default/files/sbirtwhitepaper_0.pdf
Hours Required:		
Content Domain 13:	Social Development – 6 CEU hours	Lawford, K. C., (2013). <i>Recover to Live: Kick Any Habit, Manage Any Addiction: Your Self-Treatment Guide to Alcohol, Drugs, Eating Disorders, Gambling, Hoarding, Smoking, Sex and Porn</i> . Ben Bella Books, Inc. Amazon.com
Hours Required:		
Content	Practical Living Skills/Social	CREATING A HEALTHIER LIFE, A STEP-BY-STEP GUIDE TO WELLNESS

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Domain 14: Hours Required:	Development – CEU hours 4	(2016) <i>Substance Abuse and Mental Health Services Administration, SAMHSA</i> Retrieved from: https://store.samhsa.gov/sites/default/files/d7/priv/sma16-4958.pdf
Content Domain 15: Hours Required:	Overview of Addiction/Stages of Recovery – CEU hours 4	Prochaska & Diclemente's Six Stages of Change (2014) <i>Wheel of Change</i> . Retrieve from: https://tnchildren.org/wp-content/uploads/2014/11/Stages-of-Change.pdf
Content Domain 16: Hours Required:	Addiction and Brain Chemistry/Pharmacology – 3 CEU hours	Addiction and Brain Chemistry Pharmacology (course) May, G. Gerald., (2007) <i>Addiction & Grace: Love and Spirituality in the Healing of Addictions</i> . HarperOne Amazon.com
Content Domain 17: Hours Required:	Recovery Management – 2 CEU hours	Illness Management and Recovery Evidence-Based Practices (EBP) KIT (2010). U.S. Department of Health and Human Services Substance Abuse and Mental Health Services Administration Center for Mental Health Services, SAMHSA Retrieved from: https://store.samhsa.gov/sites/default/files/d7/priv/gettingstarted-imr_0.pdf
Content Domain 18: Hours Required:	Co-occurring Disorders – 4 C EU ours	Lesser., B. (2021 a). Concepts and Definitions of Dual Disorder and Psychiatric Disorder (Chapter 2). <i>Dural Diagnosis</i> . Retrieved from: Lesser., B. (2021 b). <i>Relation Between AOD Treatment and Mental Health</i> (Chapter 4). <i>Dural</i> <i>Diagnosis. Org</i> Retrieved from: https://dualdiagnosis.org/resource/patient-assessments/aod-treatment/
Content Domain 19: Hours Required:	Relapse Prevention – 2 CEU hours	A Guide to SAMHSA Strategic Prevention Framework (2019) <i>Substance Abuse and Mental Health Services Administration, SAMHSA</i> , Retrieved from: Relapse Prevention 20190620-samhsa-strategic-prevention-framework guide.pdf
Content Domain 20: Hours Required:	Motivational Enhancement – 2 CEU hours	Behavioral Health is Essential to Health Prevention Works Treatment is effective People Recover: Motivational Interviewing for Peer Support Providers (2015). <i>Substance Abuse and Mental Health Services</i> <i>Administration, SAMHSA</i> , Retrieved from: https://center4si.com/brsstacs/BRSSSTACSPPTSlides.pdf

72 Total Credit Hours

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Certificate Chaplaincy program

Requirements

- **Eligibility:** Undergraduate students or Lay person with a background in ministry or theology.
- **Commitment:** Full-time participation for six months.
- **Supervision:** Mentorship by experienced chaplains in each service setting

This chaplaincy program is designed to promote the godly character necessary for successful chaplain ministry. Students will explore the various community chaplain settings; emphasizing the biblical nature of chaplaincy and understanding of how to provide *soul care* within the framework of a secular environment, including but not limited to health care, residential treatment, and prison setting.

The program's **target audience** is for those who currently are or have been in ministry and have held a ministerial position for at least 3-5 years consecutively. Their religious leader/pastor of a church must endorse applicant.

The MDBC chaplaincy training will offer a **single-unit independent course (12 weeks)**. The instructors will award a **certificate of completion** for each course when the student **passes with a score of 70 or better on a final quiz**. A competency exam will follow at the end of the 12 weeks. **Instructors will meet with students bi-weekly on Zoom for process group discussion.**

40 Total Credit Hours

Additional (3) months for Outreach Practicum:

Three-Month Outreach Practicum: Service Chaplaincy Training

Program Overview

This practicum is designed for undergraduate students or those with a background in ministry, aiming to provide practical experience and specialized training in service chaplaincy. The program will cover various aspects of chaplaincy, including pastoral care, crisis intervention, and community outreach, tailored to different service environments such as healthcare, military, and correctional facilities (**Course list Below**)



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Chaplaincy Certificate Program		
CURRICULUM TRAINING CONTENT AREAS	TOPICS, CREDIT HOURS	CURRICULUM MATERIALS
MYIC, Managing your Intra-conversation	3 CEU Hours	Resources, course material provide
<i>Introductory to psychology</i>	4 CEU Hours	<i>The Holy Bible</i> (King James) <i>How to Analyze People with Psychology: Emotional Pathway</i> (Publisher) (Not included with the cost of the course)
Trauma	3 CEU Hours	1. <i>The Holy Bible</i> (King James) 2. <i>Trauma and The Soul: A Psycho-Spiritual approach to human development and its interruption</i> (Not included with the cost of the course) by: Donald Kalsched
Human Trafficking	3 CEU Hours	1. <i>The Holy Bible</i> (King James) 2. <i>When Hope Calls: Based on a True Human Trafficking Story (Hope trilogy)</i> by David Lui (Not included with the cost of the course)
Domestic Violence	3 CEU Hours	1. <i>The Holy Bible</i> (King James) 2. <i>Why Does He Do That? Inside the Minds of Angry and Controlling Men</i> , by Lundy Bancroft (Not included with the cost of the course)
Christian Psychology :Important Role of Psychology	6 CEU Hours	1. <i>The Holy Bible</i> (King James) 2. <i>Caring for Interfaith Caregivers, eBook:</i> https://mailchi.mp/chaplaincyinnovation/interfaith-caregivers (Included with the cost of the course)
Spiritual leadership	6 CEU Hours	1. <i>The Holy Bible</i> (King James) 2. A Handbook for Acceptance and Commitment Therapy (ACT) for Chaplains, Included with the cost of the course (on-line resource)

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Learning-Service Experience	12 CEU Hours	<p>By the end of this program, the students should be able to:</p> <ul style="list-style-type: none"> • Integrate theory and practice competencies into chaplaincy. • Exhibit professional identity and conduct as a chaplain. • Demonstrate professional practice skills. • Function effectively in organizational leadership. <p>Students are responsible for finding and planning to participate at an organization where they will serve the last 30 days (externship) working with the population called to serve a chaplain.</p>
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Course Duration: 12 weeks

40 Total Credit Hours

Master of Arts: Biblical Studies

Degree Courses Duration: 12 Months

Program Overview:

The Master of Arts in Biblical Studies is designed to offer students a comprehensive understanding of the Bible and its context, both historical and theological. This program prepares graduates for advanced study, teaching, ministry, or other roles requiring a deep knowledge of the Scriptures. The curriculum combines rigorous academic analysis with practical application, emphasizing both the historical-critical and interpretive aspects of biblical texts.

Who is this Degree For?

The Master of Arts in Biblical Studies is designed for individuals who seek an in-depth understanding of the Bible, its historical contexts, theological implications, and its application in contemporary settings. This degree is suitable for:

- **Aspiring Theologians and Scholars:** Individuals aiming to pursue advanced academic research or a doctoral degree in theology, biblical studies, or related fields.
- **Clergy and Ministry Leaders:** Pastors, ministers, and church leaders seeking to deepen their scriptural knowledge and enhance their ministry effectiveness.
- **Educators:** Teachers and professors wanting to teach biblical studies or related subjects at various educational levels.
- **Lay Leaders and Devout Christians:** Devoted Christians and lay leaders who desire a more profound understanding of the Bible to support their faith journey and community engagement.

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- Non-Profit and Mission Workers: Those working in Christian non-profits, mission organizations, or faith-based initiatives who need a strong biblical foundation for their work.

Course List

<i>Master of Arts: Biblical Studies</i>	<i>Credit Hours</i>
NT 500 (A) Principles of Biblical Interpretation of the New Testament - Part I	3
NT 501 (B) Principles of Biblical Interpretation of the New Testament - Part II	3
OT/NT 502 Biblical Languages III: Advanced Exegesis and Interpretation	3
OT 503 Advanced Old Testament Studies: Theological Themes and Contemporary Relevance	<u>3</u>
	12 Total
BIB 504 Research Methods and Preparation Thesis	3
BIB 506 Biblical Languages IV: Specialized Study in Biblical Hebrew or Greek	3
NT 507 Advanced New Testament studies: Theological Themes and Contemporary Relevance	3
NT 508 Biblical Languages I: Introduction to Biblical Hebrew or Greek	<u>3</u>
	12 Total
OT/NT 509 Biblical Theology	3
NT 510 Historical and Cultural Contexts of the Bible	3
PSY 401 Biblical Counseling	3
BIB 515 Capstone Seminar: Biblical Studies	<u>3</u>
	12
Total	
Practicum: Application of Biblical Studies in Ministry and Academic Contexts	<u>9</u>
	45 Total



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Masters of Christian Counseling

Program Overview

The Master of Arts in Christian Psychology (MACP) program is designed to integrate Christian theological insights with psychological principles to prepare graduates for a holistic approach to mental health and well-being. This program is suitable for individuals who wish to serve in church-based counseling ministries, Christian counseling centers, or other faith-based organizations. The curriculum aims to equip students with the necessary skills to provide compassionate, ethical, and culturally competent psychological care from a Christian perspective.

Who is this Degree For?

- **Aspiring Christian Counselors:** Individuals who wish to become licensed counselors within Christian communities.
 - **Pastors and Ministry Leaders:** Church leaders seeking to enhance their pastoral care skills with psychological knowledge.
 - **Christian Educators:** Teachers in Christian schools who want to better understand and support their students' mental health.
 - **Lay Counselors:** Volunteers in church counseling ministries seeking formal training.
 - **Mental Health Professionals:** Those already in the mental health field who want to integrate their faith with their practice.
- Program Structure
- **Duration:** 15 months (12 months coursework + 3 months practicum)
 - **Credits:** 45 semester credits (36 credits coursework, 9 credits practicum)
 - **Delivery Method:** On-campus, hybrid, or fully online options

Course List

<i>Christian Psychology Master of Arts</i>	<i>Credit Hours</i>
PSY 400 Introduction to Christian Psychology	3
OT 503 Advanced Old Testament Studies: Theological Themes and Contemporary Relevance	3
PSY 401 Biblical Counseling	3
PSY 402 Human Development and Spiritual Formation	<u>3</u>
	12 Total
PSY 403 Ethics and Professional Standards in Christian Counseling	3
PSY 409 Crisis Intervention and Trauma Counseling	3
OT 503 Advanced Old Testament Studies: Theological Themes and Contemporary Relevance	3

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PSY 600 Counseling Techniques and Interventions	3
	12 Total
NT 507 Advanced New Testament Studies: Theological Themes and Contemporary Relevance	3
PSY 603 Research Methods and Program Evaluation	3
PSY 605 Psychopathology and Assessment	3
PSY 607 Family Systems and Marital Counseling	3
	12 Total
PSY 610 Practicum MA-level 3-Month in Christian Counseling	9
	45 Total

Master of Arts in Human Services

Program Overview

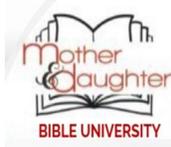
The Master of Arts in Human Services (MAHS) is designed to prepare students for advanced roles in the human services field, focusing on comprehensive and effective support for individuals and communities. The program integrates theoretical knowledge, practical skills, and ethical considerations, equipping students to address diverse needs and challenges within various human services contexts. Students will develop expertise in leadership, counseling, program management, and research, with an emphasis on promoting social justice and enhancing client well-being.

Who is this Degree For?

- **Aspiring Christian Counselors:** Individuals who wish to become licensed counselors within Christian communities.
- **Pastors and Ministry Leaders:** Church leaders seeking to enhance their pastoral care skills with psychological knowledge.
- **Christian Educators:** Teachers in Christian schools who want to better understand and support their students' mental health.
- **Lay Counselors:** Volunteers in church counseling ministries seeking formal training.
- **Healthcare Professionals:** Those already in the mental health field who want to integrate their faith with their practice.

Career Opportunities: Graduates of the MAHS program is prepared for leadership and advanced practitioner roles in a variety of settings, including:

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- Nonprofit organizations
- Community service agencies
- Government and public health departments
- Private practice and counseling centers
- Policy analysis and advocacy organizations
- Ministry

Program Delivery: The MAHS program offers flexible delivery options, including online, on-campus, and hybrid formats, to accommodate diverse student needs and schedules.

Accreditation: The program is accredited by [Accrediting Body], ensuring that it meets high standards of quality and excellence in human services education.

This Master of Arts in Human Services program is designed to equip students with the expertise and practical experience necessary to excel in the field, drive meaningful change, and enhance the well-being of individuals and communities.

- **Duration:** 15 months (12 months coursework + 3 months practicum)
- **Credits:** 45 semester credits (36 credits coursework, 9 credits practicum)

Delivery Method: On-campus, Synchronous and Asynchronous, online options

Course List

<i>Master of Arts in Human Services</i>	<i>Credit Hours</i>
HSC 500 Foundations of Human Services	3
BIB 600 Practical Theology and Human Services	3
HSC 501 Human Behavior and Social Environment	3
PSY 400 Graduate level Foundations for Psychology/Counseling	<u>3</u>
	Total 12
HSC 502 Professional Ethical and Legal Issues in Human Service	3
HSR 503 Information Research & Resources in Human Services	3
BIB 601 New Testament Foundations	3
HSC 504 Interpersonal Communication and Relationships in Human Services	<u>3</u>
	Total 12
BIB 602 Learning to Lead like Jesus: in the Field of Human Services	3

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HSC 505 Program Planning, Evaluation, and Grant Writing in Human Services	3
HSC 506 Multicultural Awareness and Diversity in Human Services	3
HSC 507 Learning to Lead through Crisis, Conflict, and Change: As an Advocate and Case Manager	<u>3</u>
	Total 12
HSC 510 Capstone and Field Experience*	<u>9</u>
	Total 45

PhD in Human Services

Course Description

A PhD in Human Services is a doctoral-level program designed to prepare individuals for leadership, academic, and advanced practice roles within the field of human services. The program typically focuses on developing expertise in areas such as public policy, social work, counseling, human services management, and community leadership. Here is a general course description for such a program:

Program Outcomes

Upon completion of the program, graduates be able to apply:

- Apply advanced research to improve human services practices and policies.
- Demonstrate advanced knowledge in a specialized area of human services.
- Lead and manage human services organizations effectively.
- Advocate for social justice and policy changes to benefit individuals and communities.
- Contribute to the academic field through teaching, research, and scholarship.

Admission Requirements

- A master's degree in psychology, social work, biblical studies or a related field.
- Professional experience in human services or a related field.
- GRE (Graduate Record Examination) is not required.
- Letters of recommendation, a statement of purpose, and a resume/CV.

Program Overview

The PhD in Human Services program is designed for professionals seeking to advance their knowledge and skills in human services, social work, public policy, and related fields. The program aims to develop leaders who can apply research, theory, and evidence-based practice to improve human services delivery and address complex social issues. Graduates are prepared for roles in academia, research, administration, and high-level professional practice



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Course List

<i>PhD in Human Services</i>	<i>Credit Hours</i>
<i>Core course</i>	
Foundations of Human Services	3
Research Methods in Human Services	3
Ethics and Legal Issues in Human Services	3
Advanced Statistics for Human Services Research	3
Leadership and Management in Human Services	3
Policy Analysis and Advocacy	<u>3</u>
	18
<i>Specialization Courses (Examples of additional courses to choose for month 7-9)</i>	
Clinical Practice and Supervision	3
Community Development and Social Change	3
Gerontology and Aging Services	3
Child and Family Services	<u>3</u>
	12
Dissertation Seminar	3
Dissertation Research	<u>3</u>
	6
	<u>9</u>
	45



P O Box 20842 Winston-Salem, NC 27120* Phone:8336-634-5622*
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Dissertation

Three-Month Outreach Service Program: PhD in Human Services **Program Overview**

This three-month outreach service program is designed for PhD students in Human Services to apply their advanced knowledge and skills in real-world settings. The program focuses on community engagement, service delivery, and the implementation of evidence-based practices to address local social issues. Students will collaborate with community organizations, conduct needs assessments, design intervention programs, and evaluate their impact.

Program Structure

- **Duration:** 3 months
- **Location:** Partnered community organizations and local agencies
- **Participants:** PhD students in Human Services
- **Supervision:** Faculty advisors and community organization leaders

Program Goals

- Enhance community well-being through targeted interventions.
- Provide students with hands-on experience in human services outreach.
- Foster collaboration between academic institutions and community organizations.
- Promote the application of research and evidence-based practices in service delivery.
- Evaluate the effectiveness of outreach programs and interventions

Month 1: Planning and Needs Assessment

Week 1: Orientation and Training

- Orientation to the program's objectives, expectations, and logistics.
- Training in community engagement, ethical considerations, and cultural competency.
- Introduction to partnered community organizations and their missions.

Week 2: Community Needs Assessment

- Conduct surveys, interviews, and focus groups with community members and stakeholders.
- Analyze data to identify pressing social issues and service gaps.
- Prioritize issues based on community needs and available resources.

Week 3: Program Design and Development

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- Develop intervention plans based on needs assessment findings.
- Establish clear goals, objectives, and outcomes for the outreach program.
- Create a detailed timeline and assign roles and responsibilities.

Week 4: Collaboration and Finalization

- Meet with community partners to review and refine the intervention plans.
- Finalize program logistics, including resource allocation and scheduling.
- Obtain necessary approvals and consents from relevant authorities and stakeholders.

Month 2: Implementation

Week 1-2: Initial Rollout

- Launch the outreach programs in collaboration with community partners.
- Conduct initial workshops, service delivery sessions, and community events.
- Monitor progress and make real-time adjustments as needed.

Week 3: Mid-Program Evaluation

- Collect preliminary data on program participation and impact.
- Conduct feedback sessions with participants and community partners.
- Adjust strategies and activities based on mid-program findings.

Week 4: Continued Implementation

- Continue service delivery, incorporating any adjustments from the mid-program evaluation.
- Foster ongoing engagement and communication with the community.
- Document successes, challenges, and best practices.

Month 3: Evaluation and Reporting

Week 1: Final Service Delivery

- Complete the final phase of service delivery activities.
- Ensure all program components are executed as planned.
- Begin collecting comprehensive data for the final evaluation.

Week 2: Data Analysis and Interpretation

- Analyze data collected throughout the program, focusing on outcomes and impact.

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- Compare results against the program's goals and objectives.
- Identify key findings and insights from the data.

Week 3: Reporting and Presentation

- Prepare detailed reports summarizing the program's process, outcomes, and impact.
- Develop presentations for stakeholders, including community partners and academic advisors.
- Share findings and recommendations for future outreach efforts.

Week 4: Reflection and Future Planning

- Conduct reflection sessions with students and faculty to discuss experiences and learnings.
- Identify areas for improvement and potential future projects.
- Celebrate the program's successes and acknowledge contributions from all participants.

Program Outcomes

- **Community Impact:** Improved well-being and support for targeted populations.
- **Student Development:** Enhanced practical skills and professional growth for PhD students.
- **Academic Contribution:** Valuable data and insights for future research and program development.
- **Sustainable Practices:** Strengthened relationships between academic institutions and community organizations for ongoing collaboration.

Evaluation Metrics

- **Participation Rates:** Number of individuals engaged in outreach activities.
- **Impact Assessment:** Changes in community well-being indicators (e.g., health, education, social support).
- **Feedback Analysis:** Qualitative feedback from participants, community partners, and students.
- **Program Efficiency:** Assessment of program execution against the planned timeline and budget.

This structured program ensures that PhD students gain practical experience while making a meaningful impact in the community, aligning academic objectives with real-world application.