



Master of Education
in
Professional School Counseling
Handbook

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CONGRATULATIONS

Welcome to the Masters of Education in Professional School Counseling Program at Capital Seminary and Graduate School. Sure to be an arduous and noble endeavor, we look forward to working and learning with you during your educational journey. Our goal is to produce highly self-aware graduates able to deliver research-based psychotherapeutic treatment to those in need of mental health services.

This handbook should be used as a resource for information, procedures, and important forms necessary throughout your program. Please be sure to keep this handbook readily available wherein you will need to access it often to consult timelines, forms, program sequence check lists, etc.

If you have questions at any time throughout the program please do not hesitate to contact Mrs. Colleen Noel, Director of Adult Learner Services of Capital Seminary and Graduate School at (717) 560-8282 or CNoel@lbc.edu or Mrs. Melissa Boas, Director of the Professional School Counseling Program at (717) 560-8227 or mboas@lbc.edu. Further Mrs. Boas will serve as your program advisors throughout the duration of your program.

Best Regards,

Dr. Ryan Kuehner

STUDENT HANDBOOK
Master's Programs in Counseling
Lancaster Bible College | Capital Seminary and Graduate School

This Handbook provides information about policies and procedures for the management and completion of selected programs of study for master's students in Counseling. Students are responsible for familiarizing themselves with all information in the Catalog that may have relevance to their program of study. We hope this guide will serve you well in addressing frequently asked questions concerning the completion of the master's degree program.

PROGRAM INFORMATION

Mission Statement

The mission of the Department of Counseling and Social Work is to educate the whole person from a biblical worldview in knowledge of theory and practice-synthesizing learning into direct practice.

Master of Education Program

A description of the Master of Education in [Professional School Counseling Program](#) and course requirements are in the Catalog, which is available by clicking the highlighted sections above.

Introduction

The Council for Accreditation of Counseling & Related Educational Programs (2010) defines counseling as, "a professional relationship that empowers diverse individuals, families, and groups to accomplish mental health, wellness, education, and career goals" (CACREP, 2010). Students pursuing a career as a school counselor "demonstrate the professional knowledge and skills necessary to promote the academic, career, and social/emotional development of all P-12 students through data-informed school counseling programs" (CACREP, 2010).

LANCASTER BIBLE COLLEGE | CAPITAL SEMINARY & GRADUATE SCHOOL

MISSION AND GOALS

The mission of Lancaster Bible College is stated as follows: “to educate Christian students to think and live a biblical worldview and to proclaim Christ by serving him in the Church and society.”

A graduate of Lancaster Bible College will:

- Demonstrate proficiency in knowing, interpreting, integrating, and applying the Scriptures.
- Demonstrate critical thinking skills and proficiency in acquiring, evaluating, communicating, and applying information.
- Develop an understanding and appreciation of, and compassion toward cultures of the world.
- 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.
- Demonstrate an understanding and application of the knowledge and skills necessary for professional Christian ministry.
- This mission statement and the supporting core knowledge, values and skills form the basis of the structure for the Social Work Program.

COUNSELING AND SOCIAL WORK DEPARTMENT GOALS

The Counseling Program is part of a combined Counseling and Social Work Department. This department is inherently designed to encourage students to understand, evaluate, and practice counseling and social work theory and methods from a biblical perspective. The mission of the Counseling and Social Work Department is to educate the whole person from a biblical worldview in knowledge of theory and practice—synthesizing learning into direct practice. The specific objectives of the Department are as follows:

- Synthesize scientific research and literature that applies and relates to future professional work;
- Integrate academic learning and interpersonal therapeutic skills through engagement in practice field settings;
- Critically evaluate standard theories and methods from a biblical perspective;
- Appropriately apply ethical principles to direct service;
- Assess personal assets and liabilities for professional work to maximize effectiveness;
- Acquire knowledge and ability to assess clients to establish appropriate treatment goals and methodology.

SCHOOL COUNSELING PROGRAM GOALS

The Lancaster Bible College | Capital Seminary & Graduate School faculty is devoted to creating a learning environment that fosters the development of highly effective and compassionate professional school counselors. The objectives for the program are:

- To provide training in the essential areas of vocational guidance, social and developmental issues, curriculum management, and crisis intervention
- To orient the student to the elementary/secondary school counselor’s role and to professional school counseling systems

- To create within the student, the ability to conduct critical thinking skills, to evaluate theory, and practice from a biblical perspective
- To provide an emphasis on application of information and knowledge by means of supervised professional school counseling field experiences
- To develop the student's knowledge of the foundational elements in counseling theory and research to prepare students for further study'

COUNSELING PROGRAM CORE COMPETENCIES

The Council for Accreditation of Counseling & Related Education Programs (CACREP) provides standards that outline the knowledge, understanding, and abilities counselors must obtain upon completion of Addiction, Clinical Mental Health, and Marriage, Couple, and Family counseling programs. To access the standards, visit WWW.CACREP.ORG.

LANCASTER BIBLE COLLEGE | CAPITAL SEMINARY AND GRADUATE SCHOOL

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.
- Approved by the Board of Trustees of Lancaster Bible College 2.2.2005; Revised 11.18.2014 (Humanity)

INTEGRATIVE PSYCHOTHERAPY

As a counseling department, we believe that, under God's power my faith naturally pervades the work we do in counseling. While a nice statement, this belief must be backed up by a clear set of theories un which to systematically operate. McMinn and Campbell (2007) have provided us with such a guide in their book, *Integrative Psychotherapy: Toward a Comprehensive Christian Approach*. Their seminal work offers an alternative to the well-meaning but misguided graduate school trend of separately teaching courses on secular psychology and Christianity instead of through an integrationist model. It is essential to have a cogent model of integrations as research has shown an unfortunate trend with graduates in their application of theoretical models. Sorenson and Hales (2002) found that graduates of Christian programs are less likely to use spiritual interventions in their clinical practice compared to Christian graduates of secular programs. While there may be alternative reasons for this trend, one wonders if the absence of clear integrationist teaching models at the Christian graduate school plays a role.

McMinn and Campbell (2007) posit that Integrative Psychotherapy (IP) has two dimensions: *theological* and *theoretical*. The former has to do with a completely Christian foundational view of persons which guides psychotherapy. Theoretical aligns with the prevailing notion of psychology that clinicians blend theories as needed to help each client's unique struggles. While McMinn and Campbell (2007) make clear that their model is not *the* way, the authors are optimistic about presenting ideas that avoid the extremes of godless secularism and biblical counseling devoid of common grace psychological tenets. IP suggests that a reciprocal interaction between faith and psychology is best, with the knowledge that theology carries a higher authority and wisdom can be gleaned from both.

References

- McMinn, M. R. & Campbell, C. D. (2007). *Integrative psychotherapy: Toward a comprehensive Christian approach*. Downer's Grove, IL: InterVarsity Press.
- Sorenson, R.L. & Hales, S. (2002). Comparing evangelical Protestant psychologists trained at secular versus religiously affiliated programs. *Psychotherapy: Theory, Research, Practice, Training*, 39(2), 163-170.

ADMISSION REQUIREMENTS

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

- Online application form with \$40 application fee.
- Personal statement of spiritual journey and statement of faith
- Two professional references completed online by their applicant's supervisor(s) and/or their pastor
- Transcript of an accredited Bachelor's degree (and grad. transcripts if seeking transfer credit approval).
- Individuals seeking admission to the MA program must complete each step of the application process by: submit a complete application by:

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

To apply online, go to the following link: <https://www.LBC | Capital.edu/capital/admissions/>

Current LBC | CAPITAL undergraduate students who are Counseling Majors and wish to apply for the 5-year grad school program will go through a similar process the semester immediately following their completion of 45 credits. Applications for these students must be completed and submitted by:

Fall Semester Start	April 19
Spring Semester Start	November 11

*Contact Department Assistant for additional information

Upon review of application materials, prospective students will be contacted by the Counseling Department within one week.

IAP Grading Rubric:

20 possible points

- Professional Reference 1 completed online (max 5 points)
- Professional Reference 2 completed online (max 5 points)
- Undergraduate GPA - (max 5 points) –

4.0-3.75 = 5	3.5-3.74 = 4	3.25-3.49 = 3	3.0-3.24 = 2	2.75-2.99 = 1
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- Autobiographical Statement of Faith (max 5 points)

Those accepted at this phase will be welcomed to the campus for the interview phase.

Interview Phase Part 1 (Ip1)

The prospective student will be invited for an on-campus interview with several faculty members from the Counseling program and given opportunity to demonstrate interpersonal skills in a brief mock counseling encounter (max 10 points; To begin Fall 2018).

Interview Phase Part 2 (Ip2)

Occurring on-campus, the applicant will be asked to type a 1-page scholarly paper using APA format in Microsoft Word reviewing articles given to them that day. This will help us assess for graduate level skills related to: comprehension, adaptability, critical thinking, and scholarly writing (max 5 points; To begin Fall 2018).

IP Grading Rubric:

15 possible points

Part 1 (max 10 points)

Part 2 (max 5 points)

-A score of 11 or higher is required for admission. Those who have met the interview criteria will be welcomed to the preliminary acceptance phase.

Transfer Credit

Request for transfer credit will be made on an individual basis at the discretion of the Program Director prior to the student beginning programmatic coursework. Official transcripts (sealed and signed on the fold) must be sent directly from your previous university to LBC | Capital Adult Learner Services. Please allow 3 to 4 weeks for a full review of applicable courses. A maximum of 24 credits are eligible for transfer, provided they meet the rigor of our program and satisfy PA state licensure board criteria.

PROGRAM STRUCTURE

Curricular Structure – The M.Ed. program consists of 48 (+12 more credits to qualify for licensure in PA) credits (for student beginning coursework in January 2018 and beyond) in line with PA licensure requirements. The curriculum is designed as follows:

Professional Core	12 Credits
2nd Tier Professional Courses	18 Credits
Concentration Courses	15 Credits
Elective Options	3 Credits
<i>Program Total</i>	<i>48 Credits</i>

Tier 1 - Core Professional Courses (12 Credits)

- CPS 501 - Orientation to Professional Counseling Identity, Function, & Ethics
- CPS 508 – Counseling Skills in Helping Relationships
- CPS 530 - Professional Ethics and Legal Issues in Counseling
- CPS 541 - Group Counseling in Schools

Note: Students cannot attend their 5th course until they have completed the requirements of the Candidacy Process.

Candidacy Process

In addition to the requirement of a grade of B or higher, each student will be rated by their professors on various interpersonal and academic performance standards in each of the Tier 1 courses. Students will complete PA Mandated Reporter Training, FBI Clearance, PA Criminal Background Check and PA Child Abuse Clearance, and an application document for Candidacy. They will also schedule an appointment with the dept. assistant to take the MMPI-2-RF and 16 PF assessments on campus. These assessments are required and reviewed in order to ensure the student is at a socio-emotional and behavioral level fit for the profession. The cost of these assessments is applied as a student fee to course CPS 501.

After the required assessments are completed and all materials received by the dept. assistant, the student will be allowed to schedule an appointment to be interviewed for Candidacy. This meeting is an intentional pause to assess academic, intrapersonal, and interpersonal fitness to continue in the program. During the Candidacy meeting, the student will be interviewed by the Program Director. The interview will consist of review current grades in the core courses, review of interpersonal and academic rating (via standardized form) completed by all 4 professors, overall program fit, and the results of the MMPI-2 and the 16 PF. Based on the results of the Candidacy meeting, recommendations germane to findings will be generated. Examples of recommendations include but are not limited to:

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

Should the student not meet expectations for Candidacy, an individual remediation plan tailored to the student's growth will be developed with the student. If the student does not satisfy requirements of the remediation plan, they will be dismissed from the program.

Prerequisite Requirements

- a. **GPA:** PDE requires that students who are certified as professional educators attain and retain a GPA of 3.0 or higher. Consequently, the program at LBC requires students entering the program to have an undergraduate GPA of 3.0 or the approval of the program director. Please note the section below that addresses Retention, Academic Probation and Dismissal policies.
- b. **Bible Major/Bible Competency Courses:** Students who enter the program and do not have an undergraduate major in Bible, 30 undergraduate credits or 9 graduate credits of Bible will be required to take four Bible courses.
 - b) Biblical Narrative
 - c) Introduction to Christian Theology
 - d) Biblical Interpretation
 - e) Christianity in the Contemporary World
- i. In partnership with the Bible and Theology Department, we have made this into one 4-credit course. The purpose of this course is to ensure that all students, regardless of background or training, have the same foundational knowledge and understanding of Scripture as it informs our lives and practice as professional counselors. These courses can be taken concurrently with graduate program courses, but they must be completed before a student registers for Practicum.

Personality and Career Assessment

- a) **MMPI-2:** Prior to exiting the Pre-Candidacy phase, the student will need to obtain a personality evaluation, comprising of the Minnesota Multiphasic Personality Inventory – 2nd Edition Restructured Form (MMPI-2-RF). The results of this assessment will be reviewed by the student's advisor and discussed at the Candidacy interview. The results of the personality evaluation may verify the student's continuation within the program and/or evidence a need for additional counseling, or it may show evidence that another area of pursuit would be in the student's best interest. Failure to complete this requirement will result in the student's inability to take additional courses. Please contact the Counseling and Social Work Department assistant (717-560-8227 or cswwdepartment@lbc.edu) to schedule to take this assessment.
- b) **16-PF:** The student must also take the 16-Personality Factors Assessment, which can also be coordinated with the department assistant. This assessment will be reviewed with you during your candidacy interview. We utilize the Human Resource Development Report that will assess your personality and the associated relationship with common workplace factors to ensure that your chosen career path correlates with common counseling environments.

****Please note that both the MMPI-2 and the 16-PF can be scheduled on the same day and can both be completed in about a two-three-hour time period. For evaluation of these assessments, please see the department assistant for a list of qualified clinicians.**

1. *Clearances*

Three (3) background checks are required prior to your candidacy interview (more information below) and are necessary for approval for field placement in an educational setting.

- PA Child Abuse Clearance (ACT 151): Fee \$10.00*
- PA Criminal Background Check (ACT 34): Fee \$10.00*
- FBI Fingerprint Clearance: Fee \$27.50 for unofficial report*
- Proof of completed Mandated Reporter Training

**Please note that all fees are approximate costs and may be subject to change.

For information on clearances and access to online applications, use the following links:

- *Child Abuse Link:* You must first create an individual login before requesting your clearance, which gives you your Keystone ID. <https://www.compass.state.pa.us/cwis/public/home>
- *Criminal Background Check:* Click on the “Submit a New Record Check” link in order to begin the process of your clearance. <https://epatch.state.pa.us/Home.jsp>
- *FBI Clearance:* (For MEd students only) See site for instructions on how to obtain, and search for fingerprinting service locations near you. <https://uenroll.identogo.com/>
- *Mandated Reporter Training:* https://www.reportabusepa.pitt.edu/webapps/portal/execute/tabs/tabAction?tab_group_id=49_1

Important note: Acquisition of these clearances can take several weeks. Do not delay in securing them wherein it may limit your ability to be approved for candidacy or begin your practicum or internship. In addition, some school districts require further information (TB test, Arrest & Conviction Form, Picture ID, etc.) so please keep this in mind as well.

2. *Faculty Recommendation*

Each of the professors whom you have had for pre-candidacy classes within the Capital Seminary and Graduate School will complete a recommendation form evaluating your performance within their class. This process will happen automatically when you submit your application for Candidacy to the Counseling & Social Work Department Assistant. You, as the student, are not responsible for seeking out faculty; the coordinator of the Counseling Program will gather this information.

3. *Candidacy Application*

The application for candidacy is available online as well as in this handbook. You must submit your completed application to the Counseling and Social Work Department. Upon receipt, a candidacy interview will be scheduled where you will sit down with the program director and review the above noted materials, your transcript and program performance. In some cases, candidacy approval may be provisional, such as for GPA

concerns or a recommendation for additional personal counseling based on evaluations of faculty and advisors of the programs or it may be denied. The candidacy interview will consider these matters along with the future practicum site arrangement. The student's advisor will guide the student through their field experience after candidacy is approved.

Tier 2 – Professional Courses -5th-9th classes (15 credits)

These classes are taken after Candidacy

- CPS 504 - Research Design and Statistics for School Counselors
- CPS 510 - Human Growth and Development Across the Lifespan
- CPS 515 – Counseling Theories and Techniques
- CPS 525 - Counseling and Psychological Assessment Techniques I
- CPS 531 – Psychopathology and CNS

Tier 3 – Advanced Courses: (12-18 of the concentration credits)

These classes are specific to student's major concentration (e.g., School Counseling).

- PSC 521 Foundations of School CNS
- PSC 523 Leadership and Advocacy
- PSC 526 Collaboration, Consultation, and Coordination
- PSC 535 Exceptional Students
- PSC 556 Career Development in the Schools
-

Professional Practice Courses: (6 credits)

- Field Service I and Field Service II will take place during this section.

Elective(s): (3 credits)

- This tier includes electives that the student is able to choose from a list of available options.

Licensure

Becoming a Licensed Professional Counselor (LPSC) in PA requires graduation from a 60 credit Master of Arts program.

The LPC program at LBC | CAPITAL is geared toward licensure in PA, adhering to the National Board of Certified Counselors (NBCC) requirements.

- <http://www.nbcc.org/Licensure>
- <http://www.counselor-license.com/states/pennsylvania-counselor-license.html#context/api/listings/prefilter>

_____ **Clearances**

- _____ Child Abuse Clearance
- _____ PA Criminal Background Check
- _____ FBI Fingerprinting
- _____ Mandated Reporting Training Certificate

6. If applicable, list any approved transfer credit with a course title, institution giving credit, credit amount grade received, and LBC Course Equivalent:

Course Title	Institution	Credits	Grade	LBC Course Equivalent

The space below is reserved for the Director of the M.Ed. in School Counseling Program.

Faculty Name _____ **Date** _____

Overview of Test Results:

- _____ Candidacy Approval
- _____ Denied Approval
- _____ Provisional Acceptance (explanation below)

 Director/Chair Signature

 Date



M.Ed. Program Schedule

☐ **Milestones:** You must complete these objectives before continuing to the next level of classes. You will **not** be allowed to register for classes in the next level until these steps are each completed.

✓ **Checkpoints:** Future objectives that you may want to begin preparing for in order to complete on time.

Course Level	Checkpoints	Milestones
Tier I Courses Credits 0-15 <input type="checkbox"/> CPS 501 <input type="checkbox"/> CPS 508 <input type="checkbox"/> CPS 530 <input type="checkbox"/> CPS 541	✓ Meet with adviser to devise course plan for timely degree completion ✓ Begin planning for field service site at least one year in advance	<input type="checkbox"/> Submit child abuse background check <input type="checkbox"/> Submit PA criminal background check <input type="checkbox"/> FBI Fingerprinting <input type="checkbox"/> Take MMPI-2 assessment <input type="checkbox"/> Take 16 PF assessment <input type="checkbox"/> Submit candidacy application <input type="checkbox"/> Schedule candidacy interview <input type="checkbox"/> Candidacy granted <input type="checkbox"/> Minimum GPA 3.0
Tiers II & III Courses Credits 16-42	✓ Meet with adviser to plan field service placement sites ✓ Meet with adviser to discuss course schedule	<input type="checkbox"/> Plan field placement sites one year in advance <input type="checkbox"/> Complete PSC 526 and 504 before advancing to Field Service I <input type="checkbox"/> Minimum 36 credits completed <input type="checkbox"/> Complete all Bible courses <input type="checkbox"/> Submit field service I contract <input type="checkbox"/> Minimum GPA 3.0
Field Service I	<i>Can be taken simultaneously with Tier II courses and electives as soon as Tier II Milestone prerequisites are met.</i>	<input type="checkbox"/> Field Service I hours logged: 250 <input type="checkbox"/> Submit Field Service II contract <input type="checkbox"/> Minimum 39 credits completed
Field Service II	<i>Can be taken simultaneously with Tier II courses and electives.</i> ✓ Meet with adviser to plan program completion and graduation	<input type="checkbox"/> Field Service II hours logged: 350
Electives Credits 43-48	✓ Meet with adviser concerning licensure options, particularly for licensure in other states ✓ Meet with adviser to discuss potential certification options	<input type="checkbox"/> Apply for graduation <input type="checkbox"/> Minimum GPA 3.0 <input type="checkbox"/> Optional: Plan licensure electives
Licensure Courses Credits 49-60		

Note: You, the student, are responsible for tracking your own progress in the program as well as your next steps; not completing milestones or checkpoints by their deadlines will likely result in delayed graduation.

Professional School Counseling Program Planning Sheet

Degree: Master of Education

Credits: 48

Name: _____ Date Accepted: _____ Program Graduation Date: _____

Traditional Graduate Students Only:

Biblical & Theological Studies Courses (1 credit each; must be completed **before** practicum)

- NA • Bib. Narrative • Bib. Interp. • Intro. to Christian Theology • Christianity in Contemp. World

Counseling Prerequisites (3 credits each; must be completed **before** first graduate class)

- NA • Undergrad Psychology Course _____ & • Undergrad Psychology Course _____

Noncredit program requirement

____ ORI 500 Orientation Seminar (at time of admission; 0 credits)

Tier 1 - Core Foundation Courses (12 credits)

- ____ CPS 501 Orientation to Professional CNS & Psych
- ____ CPS 530 Professional Ethics and Legal Issues in CNS

- ____ CPS 508 CNS Skills in Helping Relationships
- ____ CPS 541 Group Counseling in Schools

Candidacy Process (must be completed **before** registering for your 5th course, including transfer credits)

- ____ Background Clearances: PA Criminal Background Check, Child Abuse Background Check, and FBI Fingerprinting Record
- ____ MMPI-2 & 16PF Assessments: Results sent to Counseling & Social Work Department
- ____ Candidacy Application Submitted
- ____ Candidacy Interview Completed- candidacy granted by the Director of the MEd Program

Tier 2 – Skills & Attitudes (18 credits; can only be taken **after** candidacy and completing Tier 1)

- ____ CPS 583 Multicultural Foundations of Counseling
- ____ CPS 575 Counseling Children and Adolescents
- ____ PSC 521 Foundations of School Counseling
- ____ CPS 525 Assessment Techniques in Counseling
- ____ CPS 510 Human Growth and Dev. Across the Lifespan
- ____ PSC 556 (CPS 588) Career and Lifestyle Development

Tier 3 - Management, Delivery, & Accountability (12 credits; can only be taken **after** candidacy & Tier 2)

- ____ PSC 526 Collaboration, Consultation, and Coordination
- ____ PSC 535 Exceptional Students: Populations, Policies, and Procedures
- ____ PSC 504 (CPS 505) Research and Program Evaluation
- ____ PSC 523 Leadership and Advocacy in Education

Tier 4 – Professional Experience (6 credits; can only be taken **after** Tier 2, 526, and 504)

- ____ PSC 601 Professional Service I in School Counseling
- ____ PSC 602 Professional Service II in School Counseling

Licensure Courses (any 12 credits; Can be taken only **after** completing Tier 2 courses)

- ____ CPS 546 Theories of Personality**
- ____ CPS 552 Marriage and Family Issues**
- ____ CPS 540 Marriage Counseling & Psychotherapy
- ____ CPS 572 Addictions & Counseling**
- ____ CPS 550 Family Counseling & Psychotherapy
- ____ CPS 553 Counseling & Psych for the Individual
- ____ CPS 551 Assessment Techniques in Counseling II
- ____ CPS 577 Human Sexuality**

**Licensure course recommended for M.Ed. School Counseling candidates



BS/MEd School Counseling Program

Degrees: Bachelor of Science, Master of Education

Majors: Biblical Studies, Professional School Counseling

Name _____ Date _____ Writing Intensive

Freshman Year

_____	FYE	101	First Year Experience I	0	_____	FYE	102	First Year Experience II	0
_____	LBC	101	Engaging Faith & Life	3	_____	_____	_____	Focused Bible Elective	3
_____	THE	105	Prelude to Bible/Theo Studies	3	_____	BIB	105	Biblical Hermeneutics	3
_____	LAN	101	English Composition	3	_____	LAN	104	Public Speaking	3
_____	PCN	122	Group Experience & Self Eval	3	_____	PCN	201	Systems of Counseling I	3
_____	PCN	123	Intro to Counseling Profession	3	_____	SOC	101	General Psychology	3
				15					15

Winterim/Summer

			Focused Bible Elective	3					
Sophomore Year									
	CSV	201	**Christian Service I	0		CSV	202	**Christian Service II	0
	BIB	103	OT I: Creation and Covenants	3		BIB	104	OT II: Israel's Life & Literature	3
	THE	223	Christian Narrative I	3		THE	224	Christian Narrative II	3
			Arts & Science Elective	3		HIS		HIS Core	3
	PHE		PHE Elective	1				Focused Bible Elective	3
	SOC	228	Princ & Techn of Counseling	3		PHE		PHE Elective	1
	PCN	212	Systems of Counseling II	3		LIT		LIT Core	3
	PCN	351	Therapy Lab I	1		PCN	352	Therapy Lab II	1
						PCN		Elective	1
				17					18

Winterim/Summer

_____	_____	Arts & Science Elective (400 Level)	3						
Junior Year									
_____	BIB	203	NT I: Life of Christ	3	_____	BIB	204	NT II: Early Church	3
_____	BIB	_____	OT Elective	3	_____	SCI	_____	SCI Core	3
_____	SOC	203	Principles of Sociology	3	_____	PCN	_____	Elective	1
_____	CPS	501	*Orientation to CNS & Psych	3	_____	_____	_____	_____	_____
_____	CPS	508	*Helping Relationships	3	_____	CPS	510	*Human Growth & Development	3
_____	PSC	555	*Group Counseling in Schools	3	_____	CPS	530	*Professional Ethics	3
_____					_____	CPS	583	*Multicultural Foundations of CNS	3
				18					16

Summer

_____	PSC	521	*Foundations of School CNS	3
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Senior Year

_____	BIB	_____	NT Elective	3	_____	THE	323	Christianity & Culture	3
_____	MAT	216	Statistics for the Social Sciences	3	_____	CPS	546	*Theories of Personality	3
_____	PHI	201	Introduction to Philosophy	3	_____	CPS	575	*CNS Children & Adolescents	3
_____	PCN	_____	Elective	1	_____	_____	_____	_____	_____
_____	CPS	515	*Counseling Theory & Tech.	3	_____	PSC	504	*Research & Program Evaluation	3
_____	CPS	531	*Psychopathology & CNS	3	_____	PSC	556	*Career Development in Schools	3
_____	PSC	526	*Collab, Consult & Coord.	3					15
				19					

Summer

_____	CPS	525	*Counseling Assessment 1	3
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5th Year

_____	CPS	572	*Counseling Addictions	3	_____	PSC	523	*Leadership & Advocacy	3
_____	PSC	535	*Exceptional Students	3	_____	PSC	602	*Field Service II	3
_____	PSC	601	*Field Service I	3					6

* Graduate School Course

Electives may be taken at other times: fall semester, winter term, spring semester, or summer

COURSE DESCRIPTIONS

1st Tier Core Professional Courses (12 Credits) – The 12 credits of the Core Professional Courses must be taken in order to be granted candidacy

CPS 501 Orientation to Professional CNS Identity, Function, & Ethics

Term – Fall or Spring

Course Description – This course will be utilized as a preparatory course for graduate studies in counseling especially for those who have not had undergraduate counseling training. Therefore, this course will emphasize general counseling practices and ethics along with the personality dimensions of in relation to the role and function of the counselor in the church, school and community. 3 credits.

Student Learning Outcomes – As a result of this course the student will do the following:
Define ideas and concepts that distinguish the profession of counseling in general and of Christian Counseling in particular.

1. Identify the variety of issues and problems that counselees or students might present in a counseling setting.
2. Evaluate the counseling techniques that would be appropriate to use for these general problem areas.
3. Examine and critique traditional and historical methods and their distinctive features and trends.
4. Examine general ethical guidelines and legal aspects related to professional counseling.
5. Demonstrate the understanding of key counseling topics and aspects of integration related to these topics, through completion of a 10-12-page research paper.
6. Formulate a practical theology in relationship to all of the above counseling topical areas.

CPS 508 Counseling Skills in Helping Relationships

Term – Fall or Spring

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

Course Prerequisite(s) – No prerequisites as this course is one of three foundation entry courses

Student Learning Outcomes – As a result of this course the student will do the following:

1. Identify personal strengths and weaknesses relative to counselor characteristics and behaviors
2. Demonstrate the ability to establish a helping relationship using basic counseling skills

3. Demonstrate the ability to identify discrepancies in a client's story and use challenging skills in a sensitive manner
4. Identify and respond to client non-verbal behaviors
5. Practice towards proficiency in receiving and providing substantive professional peer feedback

CPS 530 Professional Ethics and Legal Issues in Counseling

Term – Fall or Spring

Course Description – A study of ethical principles as they apply to situations of counseling and professional school counseling will be conducted by means of investigating the standards and their dimensions of application through case study. Students will be expected to grow in their level of judgment for decision-making in the context of ethical dilemmas and challenges. 3 credits.

Course Prerequisite – None

Student Learning Outcomes – As a result of this course the student will do the following:

1. Demonstrate a working knowledge of professional standards and professional ethical codes of conduct for various mental health professions.
2. Demonstrate an ability to critically analyze the various ethical codes and standards for mental health professions.
3. Demonstrate an ability to anticipate and identify professional ethical dilemmas in counseling and psychotherapy.
4. Demonstrate a working knowledge of principles and steps/models for understanding and reasoning through ethical conflicts in the counseling situation.
5. Demonstrate that ethical practice is one that requires the use of ethical principles in a culturally diverse manner of application.
6. Demonstrate an ability to make ethical decisions and take actions that are grounded in a thoughtful and comprehensive reasoning and decision-making process within the Christian worldview.

PSC 555 [CPS 541] Group Counseling Leadership Skills

Term – Fall or Spring

Course Description – This course is designed to equip the counselor with skills for small group work in the school setting. The student will apply the Solutions Initiated concept to basic group practices to be utilized for the special needs of school children and adolescents. Special interest will be placed on group efforts as well as on individual counseling for a variety of student issues. 3 credits.

Course Prerequisite – CPS 508 and CPS 501

Student Learning Outcomes – As a result of this course the student will do the following:

1. Identify key principled presuppositions for counseling and guidance as it applies to the various roles of the school counselor

2. Identify major cautions and limits for group counseling and guidance
3. Participate in role play experiences within the group process
4. Identify significant resources for group work with children and youth
5. Identify the stages of the group process
6. Understand and evaluate solution-focused group counseling
7. Understand the qualities of an effective group leader/facilitator
8. Use wisdom literature as a guide for basis and process of group counseling and guidance settings
9. Lead and facilitate student and parent group guidance and counseling activities with an understanding of group dynamics and processes
10. Apply group counseling and guidance to groups of students with exceptional needs, at-risk students, ESL students, grieving students, and those students exhibiting abnormal behavior

2nd Tier - Skills & Attitudes (18 credits; can only be taken after being granted Candidacy)

CPS 510 Human Growth and Development Across the Lifespan

Term – Fall or Spring

Delivery Method - Online

Course Description – This course will examine current developmental theory and research regarding the role of culture, family background, intelligence, and biological development in light of principles and implications for counseling. The special tasks, challenges, and concerns for age-stage related issues will be evaluated and discussed so as to prepare the student to approach a given counselee with some intellectual and experiential resources for counseling that person. Counseling issues for individuals of various developmental stages will be discussed. Adolescence is emphasized. 3 credits.

Course Prerequisite – None

Student Learning Outcomes – As a result of this course the student will do the following:

1. Consider in-depth some key processes and challenges in the physical, cognitive, socio-emotional, and spiritual growth and shaping of human beings at each stage of the life-span.
2. Examine the biological underpinnings of human development including genetic aspects that would include the norms for behavior throughout developmental stages.
3. Consider the impact of social, cultural, physiological, and historical contexts of human development including family dynamics, gender and ethnic identification.
4. Consider development as it pertains to personality theory: spiritual issues, self-concept, the individual's needs throughout the developmental changes in the individual, including cognitive and moral development.
5. Give special consideration to issues (a) of relevance to counseling and other applied situations and (b) under current debate.
6. Consider the diverse life patterns within a community and their impact on each person's developmental experiences.

7. Strive to develop and communicate an applied, and spiritual perspective on human development through critical consideration of current developmental literature and direct field experiences in light of the principles of faith.

CPS 525 Assessment Techniques in Counseling

Term – Spring or Summer

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

Course Prerequisite – See Above

Student Learning Outcomes – As a result of this course the student will do the following:

1. Expose students to a wide range of tests: Cognitive, Vocational, Personality, & Achievement.
2. Provide basic instruction on administration, interpretation, and application of several instruments.
3. Familiarize students with key concepts and principles related to the assessment process: reliability, validity, standardization, norms, exceptionality, giftedness, etc.
4. Enhance integrative skills by applying hermeneutical principles test interpretation, thus describing the relative strengths and limitations of the clients served.
5. For M. Ed students: Develop a conceptual framework for assessing children with special needs. To that end, the class will focus on utilizing ethical rules governing test selection, the diagnostic process, interpretation of results in light of IDEA, and assisting students with attaining appropriate placement / accommodations within the school setting.

PSC 556 [CPS 588] Career and Lifestyle Development

Term – Spring or Summer

Course Description – This course will equip students to understand, assess and apply career development theory in school and counseling settings in terms of career stewardship development. Students will examine and contribute to a curriculum of interventions to teach others to plan and serve faithfully in the contemporary world of work with the talents entrusted to them. This course introduces the student through hands-on learning to the use of career and vocational assessment tools commonly used in career counseling. Concepts and theories concerning the planning and preparation for vocations provide background information in regards to the use of these assessment tools. 3 credits.

Course Prerequisite – See Above

Student Learning Outcomes – As a result of this course the student will do the following:

1. Develop a biblical philosophy of career and vocational counseling.
2. Understand the historical and philosophical distinctions of career development theories, presuppositions, goals and emerging school counseling practices.
3. Be able to differentiate between career, vocation, and avocation.
4. Be given a framework from which he/she can develop a career guidance program.
5. Learn about the various theories of career and vocational development
6. Be exposed to various career assessment tools, including on-line, software, and print materials.
7. Interview a practicing, certified school counselor and evaluate their career program and services.
8. Relate career stewardship principles to helping students choose and prepare for post-secondary education and training options based on the student's self-awareness and an ongoing investigation of personal interests as it relates to the work of career and work.

CPS 575 Counseling Children and Adolescents

Term – Spring

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

Course Prerequisite – See Above

Student Learning Outcomes – As a result of this course the student will do the following:

1. Identify key presuppositions for counseling children and adolescents.
2. Demonstrate an understanding of the various research-based therapies indicated for this population.
3. Consider the interplay of family structures and dynamics with the issues that are facing school students.
4. Articulate specific strategies that can be implemented to address a variety of therapeutic issues faced by students in a school setting.
5. Identify the major areas of moral and cognitive development related to counseling children and adolescents.
6. Describe the unique issues associated with grief and loss in the context of counseling children and adolescents.
7. List strategies beneficial to addressing counseling for students in the context of English Language Learners and those with Special Education needs.
8. Summarize the role of schools in reference to counseling children and adolescents.
9. Demonstrate an understanding of how their faith informs their therapeutic understanding and application of counseling services within the educational and agency context.

CPS 583 Multicultural Foundations of Counseling

Term – Fall or Spring

Course Description – The Cross Cultural Counseling course is designed to raise the students' awareness and sensitivity to issues involved in cross-cultural counseling. Basic introduction to different cultural groups and how to work with them will comprise the majority of the course, along with an exploration of issues of ethnicity, diversity, and cultural biases. 3 Credits.

Course Prerequisite – See Above

Student Learning Outcomes – As a result of this course the student will do the following:

1. Develop a Biblical framework for understanding culture, ethnicity, and proper application of diversity and tolerance to the counseling process.
2. Develop an understanding of multicultural and pluralistic trends, including characteristics and concerns within and among diverse groups nationally and internationally. (CACREP 1)
3. Examine own attitudes, beliefs, understanding and acculturative experiences for better understanding of self and culturally diverse clients. (CACREP 2)
4. Understand theories of multicultural counseling, identity development, and social justice. (CACREP 3)
5. Develop individual, couple, family, group and community strategies for working with and advocating for diverse populations. (CACREP 4)
6. Understand the counselor's role in developing cultural self-awareness, promoting cultural social justice, advocacy and conflict resolution, and other culturally supported behaviors that promote wellness and growth. (CACREP 5)
7. Understand the counselor's role in eliminating biases, prejudices and process of intentional and unintentional oppression and discrimination. (CACREP 6)

PSC 521 Foundations of School Counseling & Program Planning

Term – Summer

Course Description – This course will provide a foundation for understanding the academic needs of all students Pre-K-12, their families, schools and communities and the role of the school counselor in facilitating their academic, career and personal-social success. Students will be introduced to the ASCA National Model: A framework for school counseling programs. 3 credits.

Course Prerequisite – None

Student Learning Outcomes – As a result of this course the student will do the following:

1. Describe the connection between the school counseling program to the academic mission of the school.
2. Develop the foundational elements of an ASCA National Model program and assess its relationship to the educational system.
3. Articulate the concepts, principles, strategies, program and practices designed to close the achievement gap, promote student academic success and prevent students from dropping out of school.

4. Demonstrate an understanding of curriculum design, lesson plan development, classroom management strategies and differentiated instructional strategies for teaching counseling and guidance material.
5. Identify the multiple roles within education and how each of these function to promote a strong and effective learning environment for all students.
6. Explain the effects of crisis, disaster and other trauma-causing events on students and their families.
7. Design a crisis prevention and intervention plan to serve a pre-K-12 school program.

Tier 3 - Management, Delivery & Accountability (12 credits; can only be taken after being granted candidacy and successful completion of the Core Foundation Courses)

PSC 504 [CPS 505] Research and Program Evaluation

Term –Spring

Course Description – Data collection and analysis is an essential component of effective school counseling programs. The use of research design and methods to answer the question, “How are students better because of the programs and services provided through the school counseling program?” is the focus of this course. Through the use of action research and statistical analysis, the student will develop a theoretical and practical foundation of the application of research and data collection as it relates to the professional school counseling. This course exposes students to an evidence-based practice model for school counseling. The evidence-based practices movement puts emphasis upon the increasing use of intervention and programming responses that are first grounded in quality research, and then evaluated using rigorous measures. 3 credits.

Course Prerequisite – See Above

Student Learning Outcomes – As a result of this course the student will do the following:

1. Students will learn how to use essential data tools for school counselors.
2. Students will learn how to use institutional and perceptual data to define problems and lead teams toward solutions, and will use data analysis tools to investigate and measure the effectiveness and usefulness of counseling program services and interventions.
3. Students will identify the characteristics that aid in effective outcome research through collaborative teaming to develop evidence-based interventions.
4. Students will evaluate program improvement and accountability plans through the use of data analysis.
5. Students will learn the importance of communication with important stakeholders through the development of a comprehensive, data driven, results based program presentation.

PSC 523 Leadership and Advocacy in Education

Term – Spring

Course Description – School Counselors serve as leaders within the educational context. This course will examine various models of effective educational leadership, the role of the school

counselor in effecting change and the development of strategies for advocating for the needs of diverse and multicultural students, families, schools and communities. 3 credits.

Course Prerequisite – See Above

Student Learning Outcomes – As a result of this course the student will do the following:

1. Analyze the qualities, principles, skills and styles of effective leadership and articulate an understanding of the school counselor's role as a leader in the school.
2. Create a personal educational leadership development plan and a school wide improvement plan reflecting knowledge of strategies of leadership designed to enhance the learning environment of schools.
3. Evaluate school improvement efforts through the use of the comprehensive school counseling program audits.
4. Describe the school counselor's role in advocating for the needs, curriculum, advisory programs and assistance programs for students.
5. Explain the roles and processes of school counselors advocating on behalf of students, families, schools and communities.
6. Articulate the value of advocating for a strong school counselor identity.
7. Identify Biblical examples of leadership and be able to articulate a model of leadership that serves Christ both in the Church and society.

PSC 526 Collaboration, Consultation and Coordination

Term – Fall

Course Description – Students will develop an understanding of the importance of teaming and collaboration in the development, implementation and evaluation of the school counseling program and in facilitating change in school expectations, climate, policy and practice to better meet the needs of students. 3 credits.

Course Prerequisite – PSC 521

Student Learning Outcomes – As a result of this course the student will do the following:

1. Discuss roles, functions, settings and professional identity of the school counselor in relation to the roles of other professional and support personnel in the school.
2. Articulate current models of school counseling programs and their integral relationship to the total educational program.
3. Differentiate the ways in which student development, well-being and learning are enhanced by family-school-community collaboration.
4. Identify strategies to promote, develop and enhance effective teamwork within the school and the larger community.
5. Summarize the steps involved in building effective working teams of school staff, parents, and community members to promote the academic career and personal/social development of students.
6. Describe systems theories, models, and processes of consultation in school system settings.

7. Develop strategies and methods for working with parents, guardians, families and communities to empower them to act on behalf of their children.
8. Identify the various peer programming interventions and how to coordinate them
9. Explain the school counselor's role in student assistance programs.

PSC 535 Exceptional Students: Populations, Policies and Procedures

Term – Fall

Course Description – This course is designed to prepare the school counselor to identify the variety of students included in the exceptional student populations and their special needs. The schools are required by law(s) to offer services for all these populations. The school counselor will learn the policies and procedures to provide these services in the classroom, through the school counselor's office, and from each of the service agencies involved in a potential IEP. 3 Credits.

Course Prerequisite – See Above

Student Learning Outcomes – As a result of this course the student will do the following:

1. Describe the principles and provision of IDEA (1B)
2. Identify the components and personnel involved in an IEP (1A)
3. Identify the role of the school counselor in early screening, accommodation and adaptation in the total school program (5 A,B,C,D,F)
4. Articulate the dimensions, role and procedures of implementing RTI
5. Review the implications of special education for the culturally diverse student (ELL 1A1-3, 1B1-6)
6. Describe the procedures for developing home, parent, and family connections for the special needs student (1C)
7. Define and describe the characteristics of each category of exceptional student (1A, 2D)
8. Design a transition program for the adolescent student leaving a special needs secondary program or design a behavioral intervention plan for a student at any level whose behavior interferes with learning, or violates the student conduct code (1A)
9. Develop a database of information on services available for special needs students

Tier 4 – Professional Experience (6 credits)

PSC 601 Professional Service I in School Counseling

Term – Fall

Course Description – Students will participate in school counseling practice experiences that provide for the application of theory and the development of counseling skills under supervision. The practicum experience will provide students the opportunity to demonstrate their abilities to provide counseling services for a diverse population of students. The student will participate in a minimum of 250 hours of field work with 100 direct service hours in addition to classroom based assignments. 3 credits.

Course Prerequisite – Foundation courses, Skills & Attitudes Courses, PSC 526 and PSC 504

Student Learning Outcomes – As a result of this course the student will do the following:

1. Articulate the role and function of key positions within the educational setting.
2. Identify current trends in education and school counseling.
3. Investigate methods of advocacy for students and develop a written plan in support of this role.
4. Demonstrate the ability to provide school counseling services to a diverse student population.
5. Utilize consultation skills to address educational needs.

PSC 602 Professional Service II in School Counseling

Term – Spring

Course Description – In this capstone course students will complete a 350 hour supervised internship experience with 200 direct service hours that provides the opportunity to demonstrate the ability to design and implement a comprehensive school counseling program at each grade level (K-4, 5-8, and 9-12). Students will provide individual and group counseling, classroom guidance lessons and systemic advocacy interventions. Students will receive supervision and performance review as part of this course. 3 credits.

Course Prerequisite – See Above

Student Learning Outcomes – As a result of this course the student will do the following:

1. Demonstrate the ability to successfully fulfill the duties of a professional school counselor as evidenced by documentation of individual and group counseling, responsive services, consultation, coordination and delivery of services, administration of tests, portfolios and records and other duties as assigned.
2. Articulate distinctive differences between the various roles within the educational system and how they interface with the school counselor.
3. Show and utilize effective use of various systems of record keeping.
4. Effectively execute an applied research project to meet the needs of students.
5. Assemble a professional portfolio of demonstrated achievements, accomplishments and abilities.

Elective Options for Licensure

CPS 540 - Marriage Counseling - This course is designed to explore the major models of couple therapy as well as biblical concepts foundational to marriage and relationship. The class will also consider materials on major ruptures of the relational bond. Through readings, lectures, video tapes and classroom participation, theoretical perspectives and therapeutic techniques will be presented. (*Prerequisites: CPS 501, CPS 508, CPS 530, CPS 541, CPS 505, CPS 510, CPS 531, CPS 525, CPS 520.*)

CPS 546 - Theories of Personality - This course is a study of theory and research on personality and its development. Major secular perspectives will be evaluated through comparison and contrast to a biblical perspective. An overview of abnormal psychology and clinical applications will be studied in their relationship to personality development. (*Prerequisites: CPS 501, CPS 508, CPS 530, CPS 541, CPS 505, CPS 510, CPS 531, CPS 525, CPS 520.*)

CPS 550 - Family Counseling - This is a crucial course for defining family relationships on the basis of biblical principles and a systematic model of understanding. Healthy and unhealthy family dynamics will be understood and provide a basis for the goals of counseling families. Family dynamics will be understood from a generational and larger church family perspective. The student will understand a variety of models and build a counseling process primarily from the systemic model. Nurture, prevention, and intervention into families in a ministry or clinical context will be discovered and implemented. (*Prerequisites: CPS 501, CPS 508, CPS 530, CPS 541, CPS 505, CPS 510, CPS 531, CPS 525, CPS 520.*)

CPS 552 - Marriage and Family Issues - This course will prepare students for graduate studies in marriage and family counseling. It is a theoretical course that will cover the foundation of issues of marriage and family and raise the critical thinking skills of students concerning the ultimate goal and purpose of marriage and family therapy from a Christian perspective. It will also examine the impact of culture, faith, and trends in society upon marriage and family that will assist the student to understand the problems that married couples, parents, and youth face. (*Prerequisites: CPS 501, CPS 508, CPS 530, CPS 541, CPS 505, CPS 510, CPS 531, CPS 525, CPS 520.*)

CPS 572 – Addictions Counseling - This course is designed to assist the student with an understanding of addiction, the effects of addiction on the family, as well as the process of counseling these individuals toward recovery. The focus will be on alcoholism, but also pertain to all substance abuse and related addictions. The course will be beneficial to those who minister to addicts at any level, but especially those who desire a more *thorough* understanding of counseling the addict and their family. This course will attempt to integrate psychological findings on addiction, governing biblical principles, along with professional and practical ministry experience of the professor. (*Prerequisites: CPS 501, CPS 508, CPS 530, CPS 541.*)

CPS 553 - Counseling and Psychotherapy for the Individual - This course will build on previous counseling courses and counseling experiences to further develop the *students* counseling skills with mental health issues. Students' counseling experiences and

practices will be reviewed and discussed. (*Prerequisites: CPS 501, CPS 508, CPS 530, CPS 541, CPS 505, CPS 510, CPS 531, CPS 525, CPS 520.*)

CPS 551 - Assessment Techniques in Counseling II - An in-depth examination of the usefulness of formal mental and personality measures will guide the student to develop a useful description of a particular counselee. Students will conduct an extensive and intensive case study analysis using the Minnesota Multiphasic Personality Inventory, the Million Multiaxial Clinical Inventory, various Wechsler intelligence scales, and some of the neurological tests. A special focus of the case study analysis will involve the use of rapid assessment protocols as a less formal means of developing a useful description of the counselee. This course has a required Test Material fee. (*Prerequisites: CPS 501, CPS 508, CPS 530, CPS 541, CPS 505, CPS 510, CPS 531, CPS 525, CPS 520.*)

CPS 577 - Human Sexuality - Viewpoints on human sexuality are crucial to the field of counseling theory and practice. A consideration of the development and possible etiologies for different sexual orientations and their relationship to “abnormality” bears significance to counseling practice, as well. The course will grapple with current trends and seek to understand human sexuality from a biblical perspective, and consider ways in which the professional counselor can assist counselees who have developed divergent sexual practices. (*Prerequisites: CPS 501, CPS 508, CPS 530, CPS 541, CPS 505, CPS 510, CPS 531, CPS 525, CPS 520.*)

Application for Independent Study

1. Name: Click or tap here to enter text. Email: Click or tap here to enter text.
2. Program of Studies: Click or tap here to enter text.
3. Today's Date: Click or tap here to enter text.

An independent study will be granted only if requested prior to registration for the semester or session.

Beginning Date of Independent Study: Click or tap here to enter text.

Completion Date of Independent Study: Click or tap here to enter text.

4. Course Code and Name: Click or tap here to enter text.

5. Is this course rostered? Yes ☐ No ☐

6. Reason for requesting independent study: Click or tap here to enter text.

There must be a scheduling problem that jeopardizes the student's graduation which resulted from Seminary/Grad School action.

7. How many other rostered courses have you taken as independent studies?

Click or tap here to enter text. (The limit is 2.)

Electronic Signatures. Each party agrees that the electronic signatures below of the parties included in this Agreement are intended to authenticate this writing and to have the same force and effect as manual signatures.

Applicant Signature: Click or tap here to enter text.

Date: Click or tap here to enter text.

Instructor Signature: Click or tap here to enter text.

Date: Click or tap here to enter text.

Business Office Signature: Click or tap here to enter text. Date: Click or tap here to enter text.

Dept. Chair Signature: Click or tap here to enter text.

Date: Click or tap here to enter text.

Registrar Signature: Click or tap here to enter text.

Date: Click or tap here to enter text.

Faculty approval must include a full syllabus with course description, objectives, requirements, consultations, grading system, textbooks, formal acceptance, and date of completion. A similar workload as in a regularly scheduled class is expected.

MEd Professional Service Requirements

Course Number & Title – PSC 601 Professional Service I

Term – Fall

Course Description – Students will participate in school counseling practice experiences that provide for the application of theory and the development of counseling skills under supervision. The Professional Service I experience will provide students the opportunity to demonstrate their abilities to provide counseling services for a diverse population of students. The student will participate in a minimum of 250 hours of field work in addition to classroom based assignments with a minimum of 100 direct student service hours. (3 credits)

Course Prerequisite(s) –

- Completed 50 hours of pre-professional experience. The student must have a minimum GPA of 3.0 and documented completion of Tier 1, the Candidacy process, Tier 2 and Tier 3 (an exception for Tier 3 can be made by the program director) before taking the Field Service I in School Counseling course.
- Submission of active clearances to Susan Kirby
- Completion of Field Service site application agreement

Course Number & Title – PSC 602 Professional Service II

Term – Spring

Course Description – In this capstone course students will complete a 350 hour supervised experience that provides the opportunity to demonstrate the ability to design and implement a comprehensive school counseling program at each grade level (K-4, 5-8, and 9-12) with a minimum of a grand total of 200 hours with direct student interaction. Each student is required a minimum of 100 hours at each level K-4, 5-8 and 9-12, with a minimum of 50 hours of direct student interaction at each level. Students will provide individual and group counseling, classroom guidance lessons and systemic advocacy interventions. Students will receive supervision and performance reviews as part of this course. (3 credits)

Course Prerequisite(s) –

- The student must successfully complete PSC 601 Professional Service I and a minimum of 30 program credits.
- Submission of active clearances to the Counseling & Social Work department assistant
- Completion of the Professional Service site application agreement



Lancaster Bible College

**School Counseling Professional Service
Memorandum of Agreement**

This agreement is made this _____ day of _____ between

_____ (hereinafter referred to as the School) and **Lancaster Bible College Master of Education School Counseling Programs** (hereinafter referred to as LBC). This agreement will be in effect for a period of

time from _____ to _____.

Name of Student _____

Site Phone: _____ Home Phone: _____ Cell Phone: _____

Site Address: _____

Consenting On-Site Supervisor: _____

Supervisor's Phone: _____ Highest Degree: _____

License/Certification Type, State and Number: _____

Supervisor's Years of Professional Experience: _____

Purpose: The purpose of this agreement is to establish a field placement experience for a qualified LBC graduate student in the field of School Counseling.

LBC shall be responsible for the following:

1. Identifying students who have completed the required prerequisites for the Practicum/Internship experience.
2. Providing the SCHOOL with a course outline that clearly delineates the responsibilities of LBC and the SCHOOL.
3. Identifying a qualified faculty member (LBC Supervisor) to work with the SCHOOL in coordinating the Practicum/Internship experience. The LBC Supervisor provides LBC orientation, professional development opportunities as well as assistance and consultation to SCHOOL site supervisors.
4. Informing the student of the requirement to adhere to the administrative policies, rules, standards, schedules, and practices of the SCHOOL.
5. Requiring the PROFESSIONAL SERVICE STUDENT to purchase student professional liability insurance through the American Counseling Association (ACA) OR ASCA.
6. Providing on-campus or online small group supervision conducted bi-weekly by the LBC Supervisor. PROFESSIONAL SERVICE STUDENT will make case presentations about their work in the SCHOOL and discuss possible strategies for working with these cases.

These group supervision meetings will be conducted with a heavy emphasis on the ethical treatment of confidential client information. Names and other key client identifying data will not be used in these presentations.

7. Awarding the student's final grade. LBC gives considerable weight to the evaluation of the PROFESSIONAL SERVICE STUDENT provided by the SCHOOL supervisor in the grade determination.

The SCHOOL shall be responsible for the following:

1. Providing an orientation to the student that fully describes the SCHOOL and its policies, procedures and services provided. The orientation should describe the student counselor's expected role in the SCHOOL.
2. Identifying a qualified SCHOOL site supervisor. The site supervisor must be a licensed / certified SCHOOL COUNSELOR and have at least five years of professional experience.
3. Providing the opportunity for the PROFESSIONAL SERVICE STUDENT to engage in a variety of appropriate counseling activities under supervision. A CONTRACT specifying the duties the PROFESSIONAL SERVICE STUDENT will be performing and estimating the time spent in each activity will be developed by the PROFESSIONAL SERVICE STUDENT and on-site supervisor. The CONTRACT will be signed by the PRACTICUM/INTERNSHIP STUDENT, on-site supervisor and LBC supervisor. As a minimum the CONTRACT must define the number and type of direct service hours/week the PROFESSIONAL SERVICE STUDENT will perform; number of indirect hours/week the PROFESSIONAL SERVICE STUDENT will perform; the number of hours of individual and group supervision the PROFESSIONAL SERVICE STUDENT will receive/week.
4. Providing a minimum of 250 clock hours of counseling observation for Professional Service I over one academic semester, with 100 hours of "direct service".
5. Providing a minimum of 350 clock hours of counseling experience for the Professional Service II over one academic semester. Of these, 200 hours are in "direct service". The remainder may be in other counseling related activities that are in support of the SCHOOL mission.
6. Ensuring that direct on-site supervision is available to the PROFESSIONAL SERVICE STUDENT whenever he/she is counseling/advising or providing direct service to clients/students.
7. Providing a minimum of one hour per week of individual supervision (using audiotape, videotape, and or direct observation) delivered by a qualified on-site supervisor.
8. Providing the opportunity for the PROFESSIONAL SERVICE STUDENT to become familiar with a variety of professional activities other than direct service.
9. Providing the opportunity for the PROFESSIONAL SERVICE STUDENT to gain supervised experience in the use of a variety of professional resources such as assessment instruments, computers, print and non-print media, professional literature, research and information on appropriate referral techniques.
10. Preparing a formal evaluation of the PROFESSIONAL SERVICE STUDENT'S performance for each semester of the Professional Service prepared by the on-site supervisor. This evaluation will be used as a major factor in the evaluation of the

PROFESSIONAL SERVICE STUDENT by the LBC Supervisor. The results of the LBC Supervisor's evaluation will be communicated to the on-site supervisor.

Equal Opportunity: It is mutually agreed that neither party shall discriminate on the basis of race, color, nationality, ethnic origin, age, sex or creed.

Financial Agreements: Financial stipulations may vary from one School to another. If a financial stipulation is to be provided, it is stated in a separate agreement and approved by the School, Professional Service student and LBC.

Termination: It is understood and agreed upon by the parties hereto that the School has the right to terminate the practicum/internship experience of the student whose health status is detrimental to the services provided the clients of the School. Further, the School has the right to terminate the practicum/internship if, in the opinion of the supervising counselor, the practicum/internship student's behavior is detrimental to the operation of the School and/or client care. Such action will not be taken by the School until the issues involved have been discussed with the Professional Service student and LBC. **The names of the responsible individuals at the two institutions change with the implementations of the contract are:**

LBC Supervisor (print)

School Supervisor (print)

LBC Supervisor's Signature
Date

Date

School Supervisor's Signature

I agree to the terms of this Memorandum of Agreement and will abide by the policies and procedures of the School.

Professional Service Student's Name (print)

Professional Service Student's Signature

Date

PROGRAM PROCEDURES

Course Scheduling

Courses in the Counseling program are currently offered in several different formats:

- Courses are offered on campus on select weekday (evenings) and Saturdays (during the day) throughout the semester.
- Blended courses are offered both on campus and online where the student will be required to be on campus for some course content and will complete additional material through an online delivery platform.
- Our program has only one fully online course. Online courses follow the traditional calendar, typically are paced with modular or unit lessons that students complete as a class, guided by the interaction of a Capital faculty member.
- A complete schedule of when courses meet is available from the Department of Counseling and Social Work.

STUDENT PROFESSIONAL LIABILITY INSURANCE

Below is the list of the professional organizations which provides Liability insurances for students the students involved in a full or part-time internship or practicum.

- **American Association of Christian Counselors (AACC):** AACC's greatest asset is her nearly 50,000 members worldwide—Professional Counselors, Marriage and Family Therapists, Social Workers, Psychiatrists, Psychologists, Pastors, Students, Lay Helpers and more.... These "people helpers" come together through AACC to learn, lead and influence. Student Liability insurance with AACC membership is **\$ 74 per year**.
<http://www.aacc.net/benefits/member-benefits/student-retired/>
- **American Counseling Association (ACA):** ACA student membership is the best value in counseling. ACA Master's Level students receive liability insurance coverage as part their membership for **\$ 99 per year**.
<https://www.counseling.org/membership/aca-and-you/students>
- **American School Counselor Association (ASCA):** All professional and student ASCA members are automatically covered for \$1 million in professional liability coverage with a membership cost of **\$ 69 per year**.
<https://www.schoolcounselor.org/school-counselors-members/member-benefits-info/liability-insurance>
- **American Association for Marriage & Family Therapy (AAMFT):** Students, in the United States, enrolled in a graduate level MFT program receive free liability insurance included with their AAMFT Student Membership cost of **\$ 88 per year**.
<https://application.aamft.org/app/appform.cfm?app=student>
- **HealthCare Providers Services Organization (HPSO):** Professional liability coverage for students offered through HPSO will help protect your career—and it's more affordable than you think, with students typically able to obtain coverage for as little as **\$ 35 per year**.

<http://www.hpso.com/individuals/professional-liability/student-malpractice-insurance-coverage-description>

- **National Association for Addiction Professionals (NAADAC):** Student Memberships are open to those individuals currently enrolled in a college/university or state government approved training facility with a minimum of three credit hours in addiction studies and students involved in a full or part-time internship are also eligible for student membership. Student members must not be currently licensed or certified as an addiction professional or practicing as an addiction professional **\$ 32.50 per year.**

https://naadac.impakadvance.com/members_online/members/newmember.asp?action=

*ASCA student membership will also be required for all School Counseling Students as they enter the program.

Advising

The Office of Graduate Student Experience (717-560-8227) can provide answers about program structure, requirements, application, scheduling, registration, graduation, and other general matters relating to the student's program. To assist students with any specific academic questions, an academic advisor is assigned upon your acceptance into the program. The advisor for the Master of Education in Professional School Counseling programs are Professor Melissa Boas (mboas@lbc.edu, 717.569.7071 ext. 5405). Program advisors will help you to navigate your academic program and be available for academic support. Final responsibility for the fulfillment of all program and graduation requirements rests with the student; therefore, students are encouraged to be proactive in relating to their advisors during academic studies.

Course Enrollment (Add/ Drop periods)

- Connect with your Program advisor
- Maintain a 3.0 or better GPA
- E-mail Collen Noel (cnoel@lbc.edu)

Capital Seminary and Graduate School tuition refunds are based on percentage of course completed.

0% to 10% of the course	100% refund
11% to 20% of the course	90% refund
21% to 30% of the course	75% refund
31% to 40% of the course	50% refund
41% to 50% of the course	25% refund
51% to 100% of the course	No refund
Audit	No refund

Students may not drop after 60% of the course has been completed, they must take a grade at that point.

E-campus

- Each course site will be available on-line through e-campus 1 week prior to the start of each semester

Attendance: The structure of our courses is based upon interaction in the classroom, in person and virtual. Your attendance is essential, not only for you, but also for your classmates. Class participation is a critical aspect of the courses both in person and online. The Blended format of the courses allows for significant learning and interaction on our E-Campus site. Everyone that has a graduate degree has made large sacrifices and said “no” to good things as they persevered toward their academic goal. If you think you might miss more than two hours for any reason, it makes sense to drop the course and sign up again in the future when your schedule is amenable to the rigors of graduate school. In the case of an exceptional emergency, you should contact your professor immediately. Students cannot make up points lost for absences for any reason. Program policy stipulates that ***missing more than two hours*** of face-to-face class time results in a failing grade for the course. You are given the choice to drop the course at that point; however, there are no guarantees if that’s possible and depends chiefly on college policies on the last date to withdraw.

Grading Scale:

A	=	95-100	B-	=	85-86	D+	=	73-74
A-	=	93-94	C+	=	83-84	D	=	72
B+	=	91-92	C	=	77-82	D-	=	70-71
B	=	87-90	C-	=	75-76	F	=	<70

GA/TA Opportunities

Based on fluctuating dept. needs, we at times notify our graduate students of open GA or TA positions. These positions generally involve assisting faculty with diverse aspects of academic programming. Specific details of each position will be given when we announce openings. GA and TA contracts vary in terms of remuneration versus tuition reduction based on various shifting factors.

Course Scheduling

Courses in the Professional Counseling program are currently offered in several different formats:

- Courses are offered on campus on select weeknights and Saturdays during the day throughout the semester.
- Blended courses are offered both on campus and online where the student will be required to be on campus for some course content and will complete additional material through an online delivery platform.
- Our program has only one fully online course. Online courses follow the traditional calendar, typically are paced with modular or unit lessons that students complete as a class, guided by the interaction of a Capital faculty member.
- A complete schedule of when courses meet is available from the Department of Counseling and Social Work.

Academic Integrity Policy:

Academic integrity is essential in higher education. As a testimony to God and faithfulness to the original work of others, the Seminary and Graduate School prioritizes integrity in all matters, particularly related to research and writing. Christian leadership should reflect the character and conduct reflective of the high calling and privilege of graduate education. It is the student's responsibility to be knowledgeable as to what constitutes plagiarism. In order to maintain faithfulness in such matters, the following definitions and procedures are adhered to in the program.

Academic dishonesty includes but is not limited to:

1. **Plagiarism:** Submitting as one's own work part or all of any assignment that is copied, paraphrased, or purchased from another source, including online sources, without the proper acknowledgment of that source (See specific types of plagiarism below).
1. **Fabrication:** Submitting altered, contrived, or invented information in any academic assignment.
2. **Misrepresentation of Academic Records:** Tampering with any portion of a student's record.
3. **Facilitating Academic Dishonesty:** Helping another individual violate the Academic Integrity Policy.
4. **Unfair Advantage:** Attempting, in an inequitable manner, to gain a more favorable playing field than fellow students have on an academic exercise.
5. **Multiple submissions:** Submitting the same work to fulfill the requirements for more than one course without authorization of all instructors involved. No more than 10% of a previous course paper should be used in an assignment for another course.
6. **Tolerating Academic Dishonesty:** When a student knows about academic dishonesty and fails to address it with the other student, that student is complicit in the dishonesty. If the confronted student fails to confess to the monitor and cease and desist, the other student is responsible to address the issue with the monitor.

Types of Plagiarism:

1. **Direct plagiarism:** Word-for-word transcription of someone else's work, without citation and quotation marks.
2. **Self-plagiarism:** Submitting one's own work from previous classes without permission of the professors. As noted, no more than 10% of a previous course paper should be used in an assignment for another course.
3. **Mosaic plagiarism:** Borrowing phrases from a source without quotation marks.
4. **Accidental plagiarism:** Neglecting to cite sources, misquoting sources, or unintentionally paraphrasing a source by using similar words.
5. **Adopting someone else's work:** Submitting an assignment written by someone else.

Ethical Conduct

It is expected that students portray the ethical standards set forth by the [American Counseling Association \(ACA\)](#) and [American School Counseling Association \(ASCA\)](#).

Procedures for Violations of Academic Integrity

In a course, each faculty member is responsible to monitor his/her class for academic integrity.

1. If a violation of the Academic Integrity Policy is suspected, the monitor should meet with the student(s) to discuss the incident and determine, to the professor's satisfaction, whether or not a violation has occurred. Professors and student(s) may choose to have a witness present at the discussion. Both parties should be notified that a witness will be present and have opportunity to bring his or her own witness. The monitor should thoroughly discuss the evidence of the offense then report the violation to the Program Director.
2. If a student is accused of violating the Academic Integrity Policy, but subsequently the professor determines that the student is innocent or insufficient evidence exists to justify further action, the student should be informed. No report of the accusation or of the professor/student meeting should be filed with the Program Director.
3. If the professor determines that a violation has occurred, a report should be filed with the Program Director. A duplicate of the report should be provided to the student. (The faculty member must keep originals of tests, papers, and/or projects that provide evidence of the violation.) The report of violation should include the following:
 - a. A complete description of the incident, including date of meeting with the student.
 - b. Conclusions regarding exact nature of the violation.
 - c. Copies of originals of tests, papers, and/or projects that provide evidence of the violation.
 - d. Faculty recommendation.
4. The Program Director shall convene an interview to determine the appropriate penalties for the offense.
5. The Program Director shall determine the appropriate consequences and penalties (see below). The conclusion will be sent in written form to the Registrar, respective faculty member for the course, and the student. The letter will be kept as part of the student's record in the Registrar's office.
5. The program desires to act in a redemptive manner rather than one that is punitive. The Program Director will aim to facilitate redemptive growth in the student throughout the process.

Penalties for Violating the Academic Integrity Policy— In a Course

The consequences and penalties for academic dishonesty are as follows:

1. For a first offense, the offense will be as follows: After meeting with the student, the Program Director will determine with the professor the gravity and intentionality of the violation.
 - A. If the violation is deemed minor and unintentional, the student will receive a failing grade for the assignment.
 - B. If the violation is major and intentional, the student will receive a failing grade for the course thus requiring the student to retake the course in its entirety. In addition, the student will be placed on academic probation for a minimum of one year.
2. For subsequent offenses, the penalty will be as follows:
 - a. Two minor/unintentional offenses will result in failure of the course thus requiring the student to retake the course in its entirety. In addition, the student will be placed on academic probation for a minimum of one year.

- b. Three minor/unintentional offenses will result in the Program Director recommending to the president that the student be expelled.
 - c. If the second offense is flagrant regardless if the first offense was unintentional or flagrant, the Program Director will recommend to the president that the student be expelled.
3. The Program Director will determine what sanctions will be imposed when a student confesses to having cheated in any course already completed.
4. In terms of academic probation, after one year, the Program Director will review the student's work from the previous year and meet with the student. If the student has exhibited academic integrity, academic probation will be lifted.

Appeals Process for Violation of the Academic Integrity Policy

The student may appeal in writing to the Department Chair. A student's intent to appeal a Program Director's response to a violation must be communicated in writing to the Department Chair within one week of the receipt of the written notification from the Program Director detailing the incident. The Department Chair should hear both the Program Director and the student on the issue as well as review the documents. The Department Chair may convene a committee to review the matter. The decision by the Department Chairperson may be appealed next to the Registrar. In the absence of resolution, a final appeal can be made to the Provost who has the final authority to remediate the action.

Academic and Professional Standards (Probation, Dismissal and Appeal)

- Academic Standards - Students must maintain a GPA of 3.0 or higher to remain in the program.
- Academic probation – students will be placed on academic probation whenever their GPA falls below 3.00 following either the fall, summer, or spring enrollment periods.
- Academic dismissal – Students will be academically dismissed after being on probation for two consecutive enrollment periods as a registered student. Students will also be academically dismissed if there are two separate instances of plagiarism during their time in the MA program. Students will be notified by letter from the Director of Graduate Student Experience.

In addition to the Candidacy requirements, faculty have an ethical duty through APA, ASCA, and the Commonwealth of Pennsylvania to protect future clients from potential harm by formally insuring graduate students consistently evidence traits becoming of a professional counselor (much less a professed follower of Christ and therefore exuding biblical character). As such, beyond the aforementioned academic preparedness standards and Candidacy process, the M.Ed. faculty have the right to exercise this duty and fulfill their ethical obligation. Specifically, when a pattern of unethical or interpersonally problematic behavior is observed, faculty will meet with the student to discuss concerns. Faculty will then refer the student to the Director of Graduate Student Experience who will handle all subsequent aspects of the case and decide on a remediation plan while the student is placed on probation for a period of time unique to the

situation. If the remediation plan is not completed (as determined the Director of Student Experience), the student will be dismissed from the program.

Graduation Process

While the program is designed for completion in two years, taking 12 credits per semester, most students should be able to complete the program within three years. But, the maximum length for program completion is five years from the date of admission into the program. An application for an extension may be obtained from the Director of Graduate Student Experience (717-560-8282). Students not completing their degree within five years and not receiving an extension will be placed on non-student status. A Readmission Application may be obtained from the Director of Graduate Student Experience. Student records will be reviewed each summer. See Appendix A for a list of required courses.

Even though many students are part-time, continuous enrollment is expected. It is understood that extenuating circumstances occur which may prevent a student from enrolling in a given semester. However, this should be viewed as an exception in order to complete the program within the five-year limit. Should a student not enroll for two consecutive semesters he/she will be placed on non-student status and will need to reapply. A readmission application is available from the Director of Graduate Student Experience (717-560-8282).

Graduation Requirements

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

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

Application for Graduation:

All students who are finishing their academic requirements need to apply for graduation, even if they do not intend on participating in a commencement ceremony. The Application for Graduation initiates the official audit of your transcript, the official approval for graduation, the conferring of your degree, the ordering of your diploma, the opportunity to participate in the commencement ceremony, and other related services and keepsake.

PLEASE NOTE: If you plan to participate in a commencement ceremony, you **MUST** attend the ceremony associated with your primary location. If you would like to walk at a different location, you will need an exception from the Registrar's Office **AND** your Site Director.

DEADLINE* - Please apply for the upcoming graduation cycle, even if the deadline is past; contact the Registrar's office at registrar@lbc.edu if you have any questions.

- May Cycle (April/May/June) Graduation – February 15 Deadline
- August Cycle Graduation – June 15 Deadline
- December Cycle Graduation – September 21 Deadline

Graduation Checklist:

- Check with my advisor to confirm I have met all academic requirements.
- Complete the [Application for Graduation](#).
- If you received Federal Student Loans, schedule a Financial Aid Exit Interview with the [Financial Aid Office](#).
- Confirm with the LBC [Solution Center](#) that all financial obligations are met.
- Confirm with the [Solution Center](#) that all holds on my account are removed.
- Traditional Undergraduate Students Only - Schedule Graduation Exit Interview following instructions given in memo you will receive in your Stop.

GOODNESS OF FIT POLICY

This policy reflects the collaboration between the Counseling Department faculty, alumni, and student representatives from Lancaster Bible College.

Purpose

The purpose of this policy is to provide guidance to students who experience significant interpersonal difficulties while studying at LBC which may prevent them from demonstrating competence needed to enter the Counseling Program.

Rationale

The LBC Counseling Program evaluates student performance in line with the ACA Code of Ethics. “Counselor educators clearly state to students, prior to and throughout the training program, the levels of competency expected, appraisal methods, and timing of evaluations for both didactic and clinical competencies. Counselor educators provide students with ongoing feedback regarding their performance throughout the training program” (ACA Code of Ethics, F.9. —Supervision, Training, and Teaching).

Occasionally, a student may present with interpersonal characteristics that may prevent them from providing ethical service to clients through their Practicum or Internship. The ACA Code of Ethics outlines the following ethical responsibilities to colleagues:

F.5.b Impairment

Within academic settings, if a student presents with personal problems, psychological distress, substance abuse, or mental health difficulties which interfere with academic and daily functioning, LBC faculty will take appropriate steps to determine remedial action.

“Students and supervisees monitor themselves for signs of impairment from their own physical, mental, or emotional problems and refrain from offering or providing professional services when such impairment is likely to harm a client or others. They notify their faculty and/or supervisors and seek assistance for problems that reach the level of professional impairment, and, if necessary, they limit, suspend, or terminate their professional responsibilities until it is determined that they may safely resume their work” (ACA Code of Ethics, Supervision, Training, and Teaching).

PA Code 49.75. Impaired practice

Within professional settings, such as a student’s Practicum or Internship, students must be aware of their mental health state in order to be providing appropriate services to clients.

The State Board of Social Workers, Marriage and Family Therapists and Professional Counselors states that, “A licensee may not undertake or continue a professional relationship with a client/patient, supervisee or student when the objectivity or competency of the licensee is, or could reasonably be expected to be, impaired due to mental, emotional, physiological, pharmacological or substance abuse conditions. If a condition develops after a professional relationship has been initiated, the licensee shall terminate the professional relationship in an appropriate manner and shall, either himself or through an appropriate designee, notify the client/patient of termination in writing and assist the client/patient in obtaining services from another professional.”

F.6.b. Gatekeeping and Remediation

LBC faculty have the right at any given time to terminate a student's education program if it has been determined a student is unable to competently perform as outlined within the academic and behavioral standards.

"Through initial and ongoing evaluation, supervisors are aware of supervisee limitations that might impede performance. Supervisors assist supervisees in securing remedial assistance when needed. They recommend dismissal from training programs, applied counseling settings, and state or voluntary professional credentialing processes when those supervisees are unable to demonstrate that they can provide competent professional services to a range of diverse clients. Supervisors seek consultation and document their decisions to dismiss or refer supervisees for assistance. They ensure that supervisees are aware of options available to them to address such decisions" (ACA Code of Ethics, Supervision, Training, and Teaching).

Competency

F.8.d. Addressing Personal Concerns

"Counselor educators may require students to address any personal concerns that have the potential to affect professional competency" (ACA Code of Ethics, Supervision, Training, and Teaching).

F.9. a. Evaluation and Remediation

"Evaluation of Students Counselor educators clearly state to students, prior to and throughout the training program, the levels of competency expected, appraisal methods, and timing of evaluations for both didactic and clinical competencies. Counselor educators provide students with ongoing feedback regarding their performance throughout the training program" (ACA Code of Ethics, Supervision, Training, and Teaching).

F.9.b. Limitations

Counselor educators, through ongoing evaluation, are aware of and address the inability of some students to achieve counseling competencies. Counselor educators do the following:

1. "Assist students in securing remedial assistance when needed" (ACA Code of Ethics, Supervision, Training, and Teaching).
2. "Seek professional consultation and document their decision to dismiss or refer students for assistance" (ACA Code of Ethics, Supervision, Training, and Teaching).
3. "Ensure that students have recourse in a timely manner to address decisions requiring them to seek assistance or to dismiss them and provide students with due process according to institutional policies and procedures" (ACA Code of Ethics, Supervision, Training, and Teaching).

F.9.c. Counseling for Students

“If students request counseling, or if counseling services are suggested as part of a remediation process, counselor educators assist students in identifying appropriate services” (ACA Code of Ethics, Supervision, Training, and Teaching).

F.9.d. Elements of Behavior

“We reserve the right to know elements of behavior that affect your ability to serve clients/students. In line with the Goodness of Fit Policy, discovery of illegal and/or unethical behaviors deemed problematic will potentially affect continuing in the program and ability to obtain professional licensure and/or certification. Should we become abreast of such information, we will meet with you to discuss validity and subsequent enrollment ramifications.”

Scope

This policy applies to all potential or enrolled Counseling Students and may also be reviewed once a student is admitted to the Counseling Program.

1. Counseling faculty observes each student in the classroom setting during their foundational years of study. In the course of the observation, faculty documents student interpersonal concerns. Conditions that would warrant concern on the part of the faculty may include, but not be limited to, the following observable behaviors;
 - a. Chronic tardiness to class
 - b. Racially offensive words or behaviors
 - c. Lack of participation in class discussions
 - d. Failure to complete assignments in a timely fashion
 - e. Chronic excuses for missed work or academic performance
 - f. Excessive classroom disruptions
 - g. Inappropriate communication with faculty or others either in the classroom or outside, also including e-mail or social media communication
 - h. Failure to comply with faculty directives to correct behaviors
 - i. Dishonesty
 - j. Other concerning interpersonal challenges which interfere with learning in the following areas:

❖ Communication skills	❖ Professional commitment
❖ Cognitive skills	❖ Professional conduct
❖ Appreciation of Diversity	❖ Self-awareness
❖ Coping skills	❖ Ethical obligations
2. Counseling faculty document the concerning behaviors in the student's electronic file
3. Counseling advisors interact with one another to ensure the concerning behaviors are communicated during advising
4. Counseling faculty and advisors provide students with opportunities to seek counseling through C3. Students may sign a release of information for the faculty advisor to communicate with the counseling staff.

5. Prior to Counseling Admission invitations, Counseling faculty meet with any student who has demonstrated any above-mentioned concern. This meeting is intended to discuss the interpersonal status of student performance as noted by the Counseling faculty.
6. Students who have failed to make adequate corrections of their behaviors in the classroom and/or through advising will NOT be invited to apply for admission until satisfactory demonstration of interpersonal competence.
7. Invitations for Admission submission will only be sent to those students who have demonstrated interpersonal competence.

Effective November, 2017

Termination from the Counseling Program

Any student who has been formally accepted into the Master of Arts in Counseling Program may be terminated from the program based on behavior, academic deficiencies and/or other “goodness of fit” concerns. The faculty of the Counseling Department reserve the right to make such decisions which may take into consideration information provided to the faculty from individuals overseeing the student’s practicum, internship, and field service. Failure to follow the institution’s policies may result in immediate termination from student enrollment and therefore would result in termination from the Program. All attempts will be made to address concerns in order to avoid the difficulty of termination through advisement and counsel.

Counseling Student Records

A student in the Counseling Program will have a record of their academic achievements maintained by the Counseling department staff. Currently, the Counseling and Social Work Department Assistant ensures that the records are accessible for staff and student access. You may contact our department assistant at 717.560.8227.

The following information is limited to, but not an exhaustive list, is contained in these records, facilitated by the student's Academic Advisor:

- | | |
|--|---|
| a. Curriculum Sheet | k. Student Handbook Acknowledgement Form |
| c. Unofficial Transcript | |
| d. Letters of Recommendation | l. Important notes/documents pertaining to the student's course scheduling |
| e. Letters of Acceptance into the Master of Arts in Counseling Program | The student can review these records according to the Rights Under FERPA Act. |
| f. Counseling Admission paperwork | |
| g. MMPI-2-RF and 16PF Personality Assessment Results | |
| h. Student Evaluations | |
| i. Field Internship evaluations | |
| j. Goodness of Fit Acknowledgement Form | |

PLANNED RETURN AGREEMENT

Planned Return Policy:

The student schedule is designed for continuous progression through an academic program, thus allowing for the most successful path to completing a degree. In sequence, a cohort student will take at least one course per six-week course session. The only exception to this sequence is the two “summer” course sessions (Session 1-2 for Boca Raton, Greenbelt, Indianapolis, Lancaster, Memphis; and Session 4-5 for Springfield). These “summer” sessions are designed for completion of Biblical Foundation courses, Field-Based Experience, or for a break between academic years.

Non-cohort students are also required to take a course each academic term (with the exception of the “summer” term for their site). Occasionally, circumstances make it necessary for a student to interrupt the normal sequence. If this change is necessary, the Planned Return Agreement must be completed and submitted to the assigned Student Experience Specialist. This agreement allows the student and Lancaster Bible College/Capital Seminary and Graduate School to be aware of the reason for the change as well as the planned return date. By signing the Planned Return Agreement, the student agrees to the return date or agrees to a timely communication of any additional change to their Student Experience Specialist. Failure to either submit a Planned Return Agreement prior to a missed session or term, or return to a course when agreed upon, will result in automatic withdrawal from the student’s academic program and the student will be required to reapply to continue with Lancaster Bible College/Capital Seminary and Graduate School. A Planned Return absence may not exceed 180 days or will be considered a program withdrawal, after which the student wishing to return will have to apply for readmission.

Student Information:

Student Name:

Date:

Program:

Reason for Request:

I am requesting a Planned Return Agreement because:

Course Session(s) Sitting Out:

Anticipated Return Date:

Electronic Signature

I, the undersigned, have read and understand the Planned Return Policy found in the Capital Seminary and Graduate School Catalog and above. I agree to abide by the parameters of the policy. I understand if I am unable to return to active school participation within the requested time of absence, I will automatically be withdrawn from my academic program and required to reapply to continue with Lancaster Bible College/Capital Seminary and Graduate School.

Under penalties of perjury I certify that I am the person accessing this web page and submitting the Planned Return Agreement to the Lancaster Bible College Registrar’s Office.

By checking this box and typing my name, I certify that all information on this form is true and correct. I also agree that the checkbox and my name below are to be used as my electronic signature.

☒

Signature of Student

Signature of School Official

STUDENT'S RIGHTS UNDER FERPA

The following information parallels the information from the Lancaster Bible College Student Handbook provided to every student upon admission to Lancaster Bible College.

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 #1-3 are available in the Registrar's Office*)

1. To inspect and review your educational record within 45 days of your request.
2. To request amendment of your educational record.
3. To have some control over the disclosure of personally identifiable information from your educational record, except in the areas that FERPA authorizes disclosure without student consent.
4. To file a complaint with the US Department of Education concerning alleged failures by the college to comply with the requirements of FERPA.

What documents are included in my educational record?

Student educational records are specifically defined as all paper and computer records, files, documents, and other materials that contain information directly related to you, the student, and maintained by LBC | CAPITAL or someone acting for the college according to policy. Excluded from student educational records are records of instructional, supervisory, and administrative personnel in the sole possession of the maker and that are not accessible or revealed to any other person, except a substitute.

Additionally, notes of a professor or staff member intended for his/her own use are not part of the educational record, nor are campus security records, parents' financial statements, application records of students not admitted to the college, alumni records, or records of physicians, psychiatrists, psychologists, or other recognized professionals. Educational records are maintained by, but are not limited to the following offices, departments, and/or individuals: Registrar's Office, Financial Aid Office, Business Office, Student Services Department, Degree Completion Program Office, Graduate School Office, Evening Institute 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 | CAPITAL includes: Name, Address (current, local, home, and electronic mail), Telephone Number (current, local, and home), Date of Birth, Parent/Spouse Contact Information (address and phone number), Photo, Major/Program, Weight and Height (athletic teams), Date(s) of Attendance, Enrollment Status (full-time, part-time, not enrolled), Date(s) of Graduation, Degrees and Awards Received, and Participation in officially recognized activities and sports.

Can I control the release of Directory Information?

Yes, you can restrict the public release of Directory Information by completing a form available in the Registrar's Office. You should carefully consider imposing a restriction on the Directory Information. The limits of the college's student information system make it an all or nothing option. For example, your friends would not be able to obtain your directory information nor would the college be able to use it in graduation programs and news releases. This restriction should be reserved for extreme circumstances or on the advice of a legal or medical professional.

Who and under what circumstances can someone access my educational record?

According to FERPA regulations, no one has access 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 | CAPITAL will no longer have a social security number as a personal identifier for administrative LBC | CAPITAL purposes.

Which College Officer is responsible for administering the FERPA guidelines?

The Office of the Registrar is responsible for the institutional compliance with the FERPA guidelines and maintenance and release of the educational record. Questions, interpretations, further explanations, or concerns about FERPA and the college's FERPA policy are to be directed to the Registrar.

How do I file a complaint with the US Department of Education?

Complaints are to be filed with the:

Family Policy Compliance Office
US Department of Education
600 Independence Avenue, SW
Washington, DC 20202-4605

COUNSELING PROGRAM STATEMENT OF NON-DISCRIMINATION

The Lancaster Bible College Counseling Program affirms the worth and dignity of all persons. In addition, it is believed and supported that each individual is a direct reflection of God, made in His image. Therefore, it is imperative that the Counseling Program commits to operating without discrimination on the basis of race, color, ethnicity, age, religion, national origin, disability, political affiliation, marital status, sex, gender expression, or sexual orientation. It is expected that the learning environment of the College as well as ministry partners and field instruction sites be places of non-discrimination for the Counseling student.

The Counseling Program supports advocacy efforts for individuals, families, groups, organizations and communities. The Counseling student is part of the diverse community at Lancaster Bible College therefore certain rights relating to non-discrimination must be upheld. Any person affiliated with the Lancaster Bible College Counseling Program (faculty, field instructors, students, support personnel) has the right to respond to any incidents of discrimination in the course of their functioning. A complaint may be related to any aspect of the Counseling Program, to include by not limited to, the following: admission to the Program, course procedures and assignments, field placement and required activities and expectations, classroom and field interactions, grades, field evaluations, advising, and opportunities for student organization.

If discrimination is experienced based on one of the above-mentioned categories, the student is first expected to make a formal (i.e. in writing or in person) complaint to the student's Academic Advisor. If a formal complaint is made, the Academic Advisor will report such complaint to the Counseling Program Director. Within 2 weeks, the Counseling Program Director will attempt to reach a satisfactory resolution to the identified complaint. Should the student be unsatisfied with the outcomes of the initial attempt for resolution, the student is encouraged to communicate with the Counseling and Counseling Department Chair as well as the Provost through the College. In addition, the student is encouraged to seek support and advice from the Student Services Department of the College throughout this process.

The College opposes all forms of discrimination and is in full agreement with the conditions of 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 Lancaster Bible College.

It is the policy of Lancaster Bible College to strictly prohibit any conduct which constitutes sexual harassment and sexual assault and to discipline any employee or student guilty of committing such conduct. These policies are based on the biblical principles of purity and on Title VII of the 1964 Civil Rights Act and Court decisions. Please see the complete list of policies posted in the Student Services Office. Forms are available for anyone who desires to report such behavior.

COUNSELING PROGRAM AND DISABILITY SERVICES

The Counseling Program complies with the policies and practices that are reflected in the Lancaster Bible College's Student Handbook as follows:

Disability Compliance

Lancaster Bible College is committed to providing for the needs of its students with disabilities by utilizing Section 504 of the Rehabilitation Act of 1973 (Section 504) and the Americans with Disabilities Act of 1990 (ADA) as its guide for policy and practice. However, our goal is not governed solely by governmental legislation but also by our concern for all students' endeavors and our stated mission that LBC | CAPITAL "...exists to educate Christian students to think and live a Biblical worldview and to proclaim Christ by serving Him in the Church and society." We believe that true education endeavors to realize all students' greatest potential, preparing them to be effective servants of Christ.

Any student with a disability which meets the guidelines of the ADA or Section 504 of the Rehabilitation Act who desires accommodation to complete the requirements of Lancaster Bible College courses must first submit that documentation to the Director of Disabilities Services. After reviewing the documentation and speaking with the student, reasonable accommodations will be determined. It is in the student's best interest to contact the Director immediately upon acceptance into the college since professors cannot provide accommodations without verification from the Disability Services Office and accommodations cannot be applied retroactively.

Please note: Students must register with the Disability Services Office each semester or module for which accommodations are desired; accommodations from the prior semester or module are not automatically carried over to the next semester.

The Disability Services office is located on the 5th level of the Teague Learning Commons, accessible by elevator. The Director can be reached at (717) 560-8200, ext. 5383 or DSO@lb.edu. The confidential fax line is (717) 560-8261.

DEPARTMENT DIRECTORY

MA Resident Faculty

Mr. Judd Buckwalter – *Assistant Professor; Coordinator of BS in Professional Counseling Program*

Email – jbuckwalter@lbc.edu

Phone 717-569-7071 ext. 5455

Dr. Freeman Chakara – *Professor in MA Professional Counseling Programs*

Email – fchakara@lbc.edu

Phone 717-569-7071 ext. 5453

Dr. Ryan Kuehner – *Department Chair; Associate Professor; Director of MA Professional Counseling Programs*

Email – rkuehner@lbc.edu

Phone 717-569-7071 ext. 5405

Mr. Praveen Rudra - *Assistant Professor in MA Professional Counseling Programs*

Email – prudra@lbc.edu

Phone 717-569-7071 ext. 5402

Dr. Gary Troxell – *Professor in MA Professional Counseling Programs; Director of CSW Educational Research*

Email – gtroxell@lbc.edu

Phone 717-569-7071 ext. 5588

MA Adjunct and Visiting Faculty

Mrs. Melissa Boas- mboas@lbc.edu

Dr. Justin Charles- jcharles@lbc.edu

Mr. Sean Dougherty- sdougherty@lbc.edu

Dr. James Johnson- jjohnson@lbc.edu

Mrs. Olivia Murrin omurrin@lbc.edu

Mr. Jonathan Shacklett- jshacklett@lbc.edu

Dr. Shiree Stuart- ssstuart@lbc.edu

COLLEGE FACILITIES

Counseling Program Department Facilities

The Counseling Program offices are located on the Second Floor of the Charles Frey Academic Center. Faculty mailboxes are located inside the work room within the Counseling and Social Work suite of offices. Students are welcome to leave messages for faculty in their mailboxes or with the Department Assistant. Students are also encouraged to e-mail the faculty and staff of the Counseling Program for prompt responses. The Counseling Program has access to all conference rooms on campus where group meetings can occur. The majority of the Counseling courses are taught in either the Teague Learning Commons or the Charles Frey Academic Center

Library

Library staff make themselves available to assist each student in locating needed information. A student should feel free to ask for assistance whenever he/she needs help. Any student who may need to use interlibrary loan materials (book loans or article photocopies from other libraries) is encouraged to plan his/her research in advance. Requests for interlibrary loan materials should be made as early in the semester as possible due to the fact that it takes several weeks for such material to arrive. The cost of interlibrary loan material is the responsibility of the student requesting the material.

Student Services

The Student Services Department exists to help fulfill the College Mission of “educating Christian men and women to live according to a Biblical world view and to serve through professional Christian ministries”. The focus of Student Services is to intentionally invest in the life of each student to help facilitate this mission. Each activity and relationship on our campus exists with this purpose as a guide as students mature in Christian living. The Student Services Department seeks to help students assess life situations in light of biblical principles and develop their unique gifts and abilities. Students are challenged to develop a balanced lifestyle of stewardship and healthy living. The Student Services Department attempts to cultivate a lifestyle of integrity on our campus as we shape servant-leaders to impact the LBC community and the world.

Writing Support Services

The Writing Center is available to help students with writing assignments from any course. Students can schedule an appointment at any point within their writing process. Assistance in brainstorming, outlining, and critique of partial or full drafts of papers will be given. Additional information about writing center services can be located on the writing center webpage, which is located in the student experience section of the LBC website.

To schedule a free appointment, students can use the link located in the writing center section of the student portal. Students can also take advantage of walk-in sessions on a first-come, first-served basis. For more information about the writing center or help scheduling an appointment, email writingcenter@lbc.edu.

Accessing Online Course Websites (eCampus)

To access the online material for your course, go to <http://ecampus.lbc.edu>. Login using your LBC username (without the '@lbc.edu') and password. You will be connected to your eCampus homepage. Click on the Course link in the red horizontal banner across the top to access this course's website.

The Ally Center

The Ally Center is located on the 5th level of the Teague Learning Commons and houses Academic Mentoring Services (AMS), the Writing Center, Math Lab, and the Disability Services Office. AMS provides academic mentoring and tutoring services for all students while the Disability Services office provides specific accommodations for those with disabilities. There is no cost to currently enrolled LBC students for any of these opportunities.

The Ally Center can be reached at 560-8200, ext. 5383.

Help Desk

The Help Desk is here to do just that – help. If you need help troubleshooting computer or network issues on campus, call the help desk. Additionally, the Help Desk offers support for our online learning platform, eCampus.

- Off Campus (Lancaster): 717.560.8200 x4357
- Toll Free Calling and All Other Sites: 1.717.925.8151 x4357

Library – Teague Learning Commons / Charles & Gloria Jones Library

Introduction

The Charles & Gloria Jones Library serves as the learning resource center for the Lancaster location. The Jones Library holds more than 350,000 items, including over 180,000 electronic books. We have more than 50,000 periodical titles in electronic and paper formats. The library is staffed by four professional librarians, three staff members, and student workers.

The majority of the collection is arranged according to the Library of Congress Classification System. The Dewey Decimal Classification System is used for the Education Resource Collection.

Staff and Contact Information

(717) 560-8250 – Circulation Desk

(717) 560-8200 + extension – individual staff

Clint Banz (Director of Library Services), MS, M.Div., Th.M

Information Literacy, Research, Biblical Studies – cbanz@lbc.edu – Ext. 5412

Jocelyn Abel (Head of Technical Services), MSLIS

Cataloging, History – jabel@lbc.edu – Ext. 5361

Bethany Fethkenher (Library Assistant), BS

Circulation, Inter-Library and Additional Location Loan – bfethkenher@lbc.edu – Ext. 5311

Deb Hunt (Associate Library Director), MLS

Acquisitions, Education – dhunt@lbc.edu – Ext. 5349

Gerald E. Lincoln (Library Technology Director), MALS, M.Div., Th.M, PhD candidate

EndNote, Research, Biblical Studies – glincoln@lbc.edu – Ext. 5362

Lisa Swarr (Library Assistant), BS

Acquisitions, Periodicals, Education – lswarr@lbc.edu – Ext. 5385

Hours

Standard library hours during the Fall and Spring semesters are:

Monday - Thursday 7:00 a.m. – 12:00 a.m.

Friday 7:00 a.m. – 10:00 p.m.

Saturday 8:00 a.m. – 9:00 p.m.

Sunday 2:00 p.m. – 12:00 a.m.

Summer and holiday hours can be found at: <https://www.lbc.edu/library/>

The Lancaster Bible College Library Portal is the central hub for searching for and accessing the wide variety of information resources provided by the library. Find out many of your answers about our library at <https://www.lbc.edu/library/>.

If you would like to learn how to search the library's online catalog and periodical databases, please schedule an appointment with Clint Banz cbanz@lbc.edu or Gerald Lincoln glincoln@lbc.edu .

Databases

LBC subscribes to specialized databases for nearly every subject field where significant classes are taught. Access to the databases off-campus is through your LBC e-mail username and password.

EndNote

LBC has a site license for the personal bibliographic software program, EndNote. You may download this helpful software on your personal computers by logging onto ECampus and clicking Library Helps (listed under Resources). EndNote will manage the bibliographies for papers and format them in the correct style. We will supply one-on-one support for you or your students and can present instruction on EndNote in your class. Please contact Gerald Lincoln glincoln@lbc.edu .

ID Card

Your Lancaster Bible College ID card serves as your library borrowing card. Present your card at the Information & Circulation Desk whenever you want to borrow materials.

Faculty Borrowing Periods

Books	90 days
Reference Materials	1 day
Videos and DVDs	14 days

Materials can be renewed online at <https://www.lbc.edu/library/>.

The only circumstances that would prevent you from renewing are:

1. You have reached your renewal limit.
2. Another LBC patron has placed a hold on the item.

Interlibrary Loan

Whenever the LBC Library does not have a book or periodical article that you need, we will attempt to obtain that item for you from another library. Books will be borrowed for a specific loan period. Book requests are submitted electronically. Please allow up to two weeks for the books to arrive by mail. Periodical articles can often be obtained electronically. Please allow 3-6 business days for articles to reach you via e-mail. There usually is no charge for this service. You will be notified of any cost exceeding \$2.00. To learn how to submit interlibrary loan requests electronically, please e-mail: ill@lbc.edu.

Electronic Books (e-Books)

An increasing number of books are available in electronic or e-format. When purchasing books for the Charles & Gloria Jones Library, e-books are the preferred format. These books are able to be viewed and sections printed out wherever the internet is available. Start with LBC OneSearch for your e-book needs. You may find additional e-book database resources on our library website (e.g Theological Commons, ACLS Humanities E-book).

Solution Center

The Solution Center, housed in Upper Esbenshade, is designed to be the first stop for students with questions or concerns involving the Business office, Registrar's office or Financial Aid office. Students should be directed to visit the Solution Center desk in the lobby of Upper Esbenshade, call the Solution Center phone line at (717) 560-8254 or by email at solutions@lbc.edu. The Solution Center staff will address the issue or connect them with the correct person in Business, Registrar or Financial Aid. Their hours are Monday – Thursday 8-5 and Friday 8-4.

Registrar's Office

The registrar's office is available for questions regarding student schedules, final exam schedules, room assignments, final grade requests, change of grades, etc. You may contact the

Registrar's Office at registrar@lb.edu. The Department Assistant will contact you with any correspondence from the registrar's office that is time sensitive.

Public Safety

The Public Safety Department is committed to assisting all members of the LBC community in providing for their own safety and security. The annual security and fire safety compliance document is available on the LBC website along with other student consumer information at <http://www.lbc.edu/about/student-consumer-information/index> under the Health & Safety section.

If you would like to receive the printed Annual Security and Fire Safety Report which contains this information, you can stop by the Public Safety Department Administrative offices located in the Public Safety Building (Formerly Koinonia Office Building [KOB]) or you can request that a copy be mailed to you by calling (717) 560-8200 Ext-5338 or via email at publicsafety@lbc.edu

The website and booklet contain information regarding campus security and personal safety including topics such as: crime prevention, fire safety, college law enforcement authority, sexual misconduct, stalking, & dating violence procedures, Title IX, crime reporting policies, disciplinary procedures and other matters of importance related to security and safety on campus. They also contain information about crime statistics for the three previous calendar years concerning reported crimes that occurred on campus; in certain off-campus buildings or property owned or controlled by LBC; and on public property within, or immediately adjacent to and accessible from the campus.

Weather Related Announcements & Delay Schedule

Decisions to make schedule changes will be made by 6:00am for day classes and 2:30pm for evening classes.

Information Sources:

1. Log on to www.lbc.edu,
2. Dial (717) 560-8200, then press "9",
3. Check TV (WGAL)/Radio sources (WJTL/WDAC)

In the event of an emergency you can receive vital information via cell phone (texts or call), your email and/or home phone. To have your personal information added to the SMS Alert system, go to the LBC employee webpage and click on "Emergency Alerting Sign-up/update – ALERTLBC" link.

DISCIPLINARY & JUDICIAL PROCESS

Campus Standards and the Judicial Process

The purpose of campus standards is to create the best environment in which students can live and education can flourish. At the cornerstone of this effort to create the best possible living/learning environment is the mutual obligation of students to treat all other members of the academic community with dignity and respect – (including other students, faculty members, neighbors, and employees of the college) and of Lancaster Bible College personnel to treat all students with equal care, concern, dignity and fairness.

The U.S. Department of Health, Education & Welfare has released a General Order ED025 805. This directive deals with Judicial Standards of Procedure and Substance in Review of Student Discipline in Tax-Supported Institutions of Higher Education. The order is designed to encourage consistency with a ruling that took place in the United States District Court for the Western District of Missouri.

In summary, Colleges and Universities do not prosecute criminals; they discipline students who violate their rules. This order views the discipline of students in the educational community, for all but the case of irrevocable expulsion, as part of the teaching process. In the case of irrevocable expulsion for misconduct, the process is not punitive or deterrent in the criminal law sense, but the process is rather a determination that the student is unqualified to continue as a member of the educational community.

In administering any discipline, Lancaster Bible College is careful not to act arbitrarily or capriciously. Students are treated fairly and given due process. The General Order ED025 805 states:

“The voluntary attendance of a student in such institutions is a voluntary entrance into the academic community. By such voluntary entrance, the student voluntarily assumes obligations of performance and behavior reasonably imposed by the institution of choice relevant to its lawful missions, processes, and functions. These obligations are generally much higher than those imposed on all citizens by the civil and criminal law. So long as there is no invidious discrimination, no deprivation of due process, no abridgement of a right protected in the circumstances, and no capricious, clearly unreasonable or unlawful action employed, the institution may discipline students to secure compliance with these higher obligations as a teaching method or to sever the student from the academic community.” (pp. 5, 6)

A student admitted to Lancaster Bible College accepts the responsibility to conform to all College rules and regulations. Failure to meet this obligation will justify appropriate disciplinary sanctions. The sanctions are listed below in ascending order of severity.

Responsibility and Enforcement

The Board of Trustees is charged by law with the responsibility of making rules and regulations for the College and establishing policy governing the conduct of the College, its employees, and its student body. The president of the College is elected by the Board of Trustees to serve at its pleasure. The president is the chief executive officer entrusted by the Board of Trustees with the execution of its policies and the internal government and administration of the College. The Board of Trustees orders and directs the president of the College to administer and enforce its policies as herein announced. In carrying out this responsibility, the president is vested with authority to take such disciplinary action as in his judgment the circumstances warrant. The president has delegated this function to the dean of students.

However, the president reserves the right to retain any case in which:

1. There is an alleged violation of a student regulation where College property has been damaged or destroyed.
2. There is an alleged violation of a student regulation where the conduct in question may threaten the safety of any member of the College community or any College property.
3. There is an alleged violation of a student regulation where the action in question would disrupt the educational process and/or orderly operation of the College.
4. There is an alleged violation of a student regulation where a federal, state or local law may have been violated.

Judicial Procedures

The following procedures will be followed when reports of incidents alleging violations of College policies or student and community life standards have surfaced:

Disciplinary Procedures: Minor Infractions

After a series of investigatory meetings, an appropriate disciplinary sanction for minor infractions (i.e., sanctions 1-5), based on the totality of the circumstances, may be imposed by Resident Assistants, Resident Directors, Director of Resident Life, Director of Spiritual Formation or the dean of students.

Disciplinary Procedures: Major Infractions

After a series of investigatory meetings, the dean of students (who may or may not have listened to the deliberations) will set the appropriate disciplinary sanction(s) (i.e., sanctions 6-11), based on the totality of the circumstances, after a violation is found and, after receiving the non-binding recommendation of the fact finders.

Common Sanctions

1. Admonition or Reprimand: An oral statement to the student explaining that he/she has violated a student regulation and implies the student's behavior is inappropriate and is not to be overlooked.
2. Issuance of a White Slip: A White Slip is a written communiqué advising the student he/she has violated a College regulation.
3. Censure: An official written statement to the student explaining that he/she has violated a student regulation. It is intended to communicate most strongly both the disapproval and the reprimand of the college community.

4. In-Kind Restitution (may include but is not limited to): the reimbursement of costs for damage to, or destruction of, college property or property of any person; restitution in the form of appropriate service to be completed by the student; the relocation of the student within college housing facilities; the required attendance of the student to the appropriate educational programs based on the circumstances of the case.
5. Social Probation: Indicates the behavior exhibited is socially unacceptable. Therefore, a designated period of time is set and a specific action plan is agreed upon for the student to take corrective action and adjust behavior to socially acceptable standards.
6. Restriction of Privileges: The restriction of College privileges for a specified period of time. These restrictions may include, but are not limited to the following:
- a. Denial of regular priority for room assignment in College housing.
 - b. Denial of the privilege to vote in College held elections.
 - c. Denial of the privilege to attend nonacademic College functions.
 - d. Denial of the privilege to participate in nonacademic College organizations or activities.
 - e. Denial of parking privileges.
 - f. Denial of the privilege to represent the College to anyone outside the College community in anyway, including representing the College at any official function, intercollegiate athletics or any forms of intercollegiate competition or representation.
 - g. Denial of the privilege to participate, be elected, or appointed as a member or officer of student government or any registered student organization.
 - h. Denial of the privilege to live in College housing.
7. Disciplinary Probation: A specified period of review and adjustment during which a student is under an official warning that his/her violation was very serious. While on disciplinary probation, a student will be considered to be “not in good standing” with the College and may face specific restrictions on his/her behavior and/or college privileges. Students involved in similar or additional disciplinary incidents while on probation may be recommended for immediate suspension or expulsion.
8. Eviction: Eviction from College housing without a refund if the student is currently residing in a residence hall or an on-campus apartment.
9. Disciplinary Suspension: The denial of enrollment, attendance, and other privileges at the College for a specified period of time. In cases where a student is suspended for the duration of the semester, clearance for re-enrollment must be received from the Associate Vice President for Student Services. Permission to apply for readmission upon the termination of the period may be granted with or without conditions/restrictions. A student who has been issued a disciplinary suspension sanction may be prohibited from visiting on campus or attending all College or open social functions and is deemed “not eligible to return” to the College during the suspension period. The suspension shall be followed by a period of disciplinary probation.
10. Interim Suspension: An interim suspension may be imposed by the Vice President for Student Services or his/her designee, prior to the beginning of the administrative process. The interim suspension may be imposed in extreme cases where the alleged action of a student(s) may pose a threat to the well-being of the College, any of its members, or him/herself, or there is substantial evidence that the continued presence of the student(s) on the campus will disrupts the College. Prior to imposing an interim suspension, every

effort will be made by the Vice President for Student Services or his/her designee to give the student an opportunity to respond to the charge(s). Following the imposition of an interim suspension, the opportunity for an administrative hearing, as described below, will be provided as expeditiously as possible but no later than ten calendar days after the interim suspension – unless the student waives the ten days.

11. Expulsion: The dismissal of a student from the College without the ability to apply for re-enrollment. A student who has been expelled is deemed “not eligible to return” to the College for a period of two years. Expulsion requires approval of the President.

Appeal Process

If the student(s) disputes the alleged charges or sanctions, there remains the right to appeal. All appeal requests must be submitted to the Vice President for Student Services. An appeal must be made in writing and include the basis for the appeal, and must be received within three calendar days after the receipt of an imposed sanction. An appeal is normally based on one or more of the following conditions:

1. The sanction imposed is grossly disproportionate to the offense.
2. The decision was not supported by substantial evidence.
3. New evidence has become available that would significantly alter the results.

When an appeal is received, the following process will normally be followed:

1. A hearing before a judicial committee will be scheduled. The judicial committee will be appointed by the dean of students and will consist of:
 - a. One faculty member
 - b. A professional staff member
 - c. A non-professional staff member
 - d. The Student Government Association President
 - e. The Resident Affairs Council President
2. The Judicial Committee, upon convening, will choose a chair and function only as a fact-finding body. They will review the disciplinary policy and procedures stated in the *Student Handbook*, and determine whether the alleged violations are sustainable. All issues, findings or judgments of the Committee will be decided by majority vote.
3. The student will be provided with a written statement of his/her rights in the disciplinary process. These rights include:
 - a. Provision of copies of all written material that will be presented at the hearing.
 - b. The opportunity to have an advisor/advocate of his/her choice present providing the advisor/advocate sits quietly in the hearing room and does not try to participate during the proceedings. The provision of an advisor/advocate at the hearing is at the student's expense.
 - c. The opportunity to tell his/her side of the incident; to call witnesses with critical knowledge of the incident; to ask questions of those who filed reports against the student; and to summarize his/her feelings concerning the incident.
4. If the Judicial Committee decides that additional evidence or testimony before rendering a judgment is needed, a second hearing date may be scheduled with the student to review this information. The committee may invite the presence and testimony of relevant witnesses.

5. A student who does not appear at a scheduled hearing will be considered as having acknowledged the violation and voluntarily terminated the request for appeal. A student summoned to a hearing will be required to participate regardless of classes, work, or other scheduling conflicts.
6. In its deliberations, the Committee will make decisions based on a sufficiency of evidence, “more likely than not,” after reviewing witness testimony, written statements, and other relevant information. In re-evaluating any conflicting testimony or statements, the Committee will determine which version of events is more credible.
7. The Committee will make an audio record of the disciplinary hearing. This verbatim record remains the property of the College. The following are guidelines for audio taping:
 - a. Test the tape recorder at the beginning of each hearing. Make sure the recording equipment works and will pick up and record everyone who speaks.
 - b. Have the chair identify each speaker, so subsequent listeners will know who is asking questions or giving responses.
 - c. Allow the student who is considering filing an appeal and his/her advisor to have post-hearing access to the audiotape. Provide this access in a room near the dean of student’s office during normal business hours and preserve confidentiality with a rule that the tape itself may not be taken off premises. Keep a log of the time spent reviewing the tape, so there will be no question about fair access. A member of the Student Services staff will sit with the student and his/her advisor while they review the tape.
 - d. Make a copy of the tape, which should also remain in the office of the dean of students. The duplicate ensures that someone does not erase the tape, “accidentally” or otherwise.
 - e. In order to preserve the confidentiality of the process, both the original and the duplicate audiotape remain the property of Lancaster Bible College. No one, not even a student’s attorney or other advisor, should be allowed to take the tape out of the Student Services office or to make a dub of either tape. This is important for preserving the integrity of the process, because the process itself may be seriously undermined if testimony at a hearing was played later as “entertainment” in living quarters (on- or off-campus).
 - f. Do not permit court reporters or extra tape recordings at hearings. This policy not only helps to preserve the dignity and confidentiality of the process, but it also deters individuals from trying to give the process a “courtroom” atmosphere, rather than the atmosphere of an educational process.
8. The Committee will submit its findings in writing to the dean of students along with all materials reviewed.

Can also be found at

https://www.lbc.edu/Assets/PDFs/Student%20Experience/Handbook/LBC_Disciplinary_Judicial_Procedures.pdf

APPENDIX A

APA Formatting Overview

What is APA?

APA Style® (American Psychological Association) originated in 1929, when a group of psychologists, anthropologists, and business managers convened and sought to establish a simple set of procedures, or *style rules*, that would codify the many components of scientific writing to increase the ease of reading comprehension.

As with other editorial styles, APA Style consists of rules or guidelines that a publisher observes to ensure clear and consistent presentation of written material.

Why is APA style needed?

Uniform style helps us scan articles quickly for key points and findings. Rules of style in scientific writing encourage full disclosure of essential information and allow us to dispense with minor distractions.

Style helps us

- Express the key elements of quantitative results
- Choose the graphic form that will best suit our analyses
- Report critical details of our research protocol
- Describe individuals with accuracy and respect

Examples

Short quotations:

She stated, "Students often had difficulty using APA style" (Jones, 1998, p. 199), but she did not offer an explanation as to why.

or

According to Jones (1998), "Students often had difficulty using APA style, especially when it was their first time" (p. 199).

Paraphrases:

According to Jones (1998), APA style is a difficult citation format for first-time learners.

or

APA style is a difficult citation format for first-time learners (Jones, 1998, p. 199).

How to cite a book within a reference page:

Author, A. A. (Year of publication). *Title of work: Capital letter also for subtitle*. Location: Publisher.

How to cite an online article found from LBC's library database:

Imel, Z. E., Caperton, D. D., Tanana, M., & Atkins, D. C. (2017). Technology-enhanced human interaction in psychotherapy. *Journal Of Counseling Psychology*, 64(4), 385-393.
doi:10.1037/cou0000213

* The APA suggests that writers use a 12-point Times New Roman font for manuscripts. This is a recommendation and not a requirement. There may be cases in which you might use a different font. If this is a college paper, for example, check with your professor about what is acceptable. *

Helpful Resources

- Publication Manual of the American Psychological Association, Sixth Edition
- Free tutorial of learning the basics of APA
http://flash1r.apa.org/apastyle/basics/index.htm?_ga=2.107363266.1796411264.1502304330-2079649423.1498149107
- Another helpful website to learn how to use APA properly is "Purdue Owl."
<https://owl.english.purdue.edu/owl/section/2/10/>

APPENDIX B

5-Year Info And FAQs

How is the work load different in graduate school?

Undergraduate work tends to include reading and written assessment, whereas graduate work includes mostly reading, writing expression and application over simply written assessment. Students should expect to spend three hours of out-of-class work for every one hour of in-class meeting time.

When are the classes scheduled in the graduate program?

While undergraduate courses are scheduled as 1-3-hour weekday and evening classes, graduate classes are 4-8 hours in length and scheduled several times per semester. Classes are primarily offered on evenings and weekends and are in a blended format (part face-to-face class time and part online work). Dates for classes are less predictable than weekly undergrad classes, so course syllabi should be consulted for specific dates. Summer and winter classes will more than likely be required for program completion.

What do I need to do to prepare for my first class?

Graduate school classes begin with the expectation that students have downloaded the syllabus from ECampus and have completed reading and writing assignments prior to the first class.

If I am accepted into the 5-year accelerated BS/MA program as an undergraduate at the end of my sophomore year, am I considered a candidate for the degree?

No. Students who are accepted into the program will need to go through the M.A. Program Candidacy process after completion of Tier 1 courses the specifics of which is detailed in this handbook.

What if I decide to switch back to a four-year bachelor's degree program after being accepted into the 5-year accelerated BS/MA program?

If a student begins their first grad. class, and later decides to drop out of the 5-year program and pursue a terminal bachelor's degree, and then down the road applies for admission into our Master's programs, they will be required to take all 48 credits of the 48 credit degree (e.g. they cannot transfer in previously taken grad. course from LBC/CSG since these courses were allowed to count toward their undergraduate degree). Additionally, completed graduate credits will not be allowed to count towards undergraduate credits under any circumstances.

Do we follow MLA format in graduate school?

No. Graduate level writing follows the APA standards. Students may purchase an APA Publication Manual or access APA writing standards online.

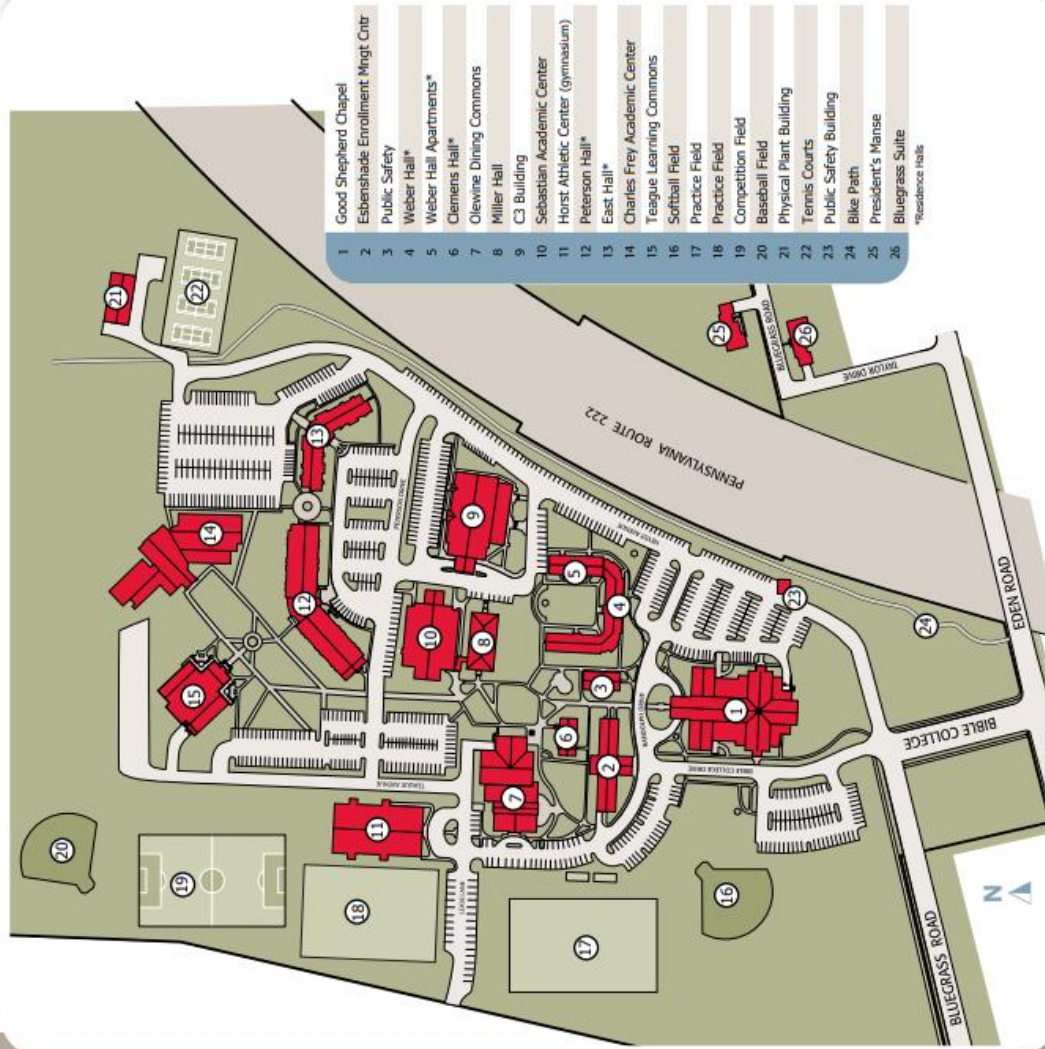
How difficult will it be for me to secure a practicum/internship site?

Students will be provided a list of sites where LBC has some affiliation. Counseling is an Art and a Science; therefore, the personality of the counselor to provide services will be evaluated by the professional field and some students will receive confirmation of their chosen field while others may receive confirmation that counseling may not be the best fit for them. There is no guarantee of placement.



LANCASTER BIBLE COLLEGE

CAMPUS MAP 2017-18



OFFICES AND LOCATIONS (717 area code) To access LBC employees, extensions for offices, or the college directory call 717.569.7071.

OFFICE/AREAS	BUILDING
Academic Departments	
Arts & Sciences (560.8264)	14
Bible & Theology (560.8262)	14
Church & Ministry Leadership (560.8251)	14
Counseling & Social Work (560.8227)	14
Education (560.8275)	14
Health & Physical Education (560.8272)	14
Worship & Performing Arts (560.8218)	1
Accelerated Undergraduate Degrees, Lancaster Campus (866.275.8720 or 560.8282)	14
Admissions (undergraduate) (866.522.4968 or 560.8271)	2
Advancement (560.8211)	1
Alumni Relations (560.8206)	2
Ally Center (ext 5389)	15
Athletics (560.8267)	11
Bennet's Bistro (560.8245)	15
Bookends Bookstore (560.8242)	8
Business Office (Solution Center 560.8254)	2
Capital Seminary & Graduate School, Lancaster Campus (866.275.8720 or 560.8282)	14
Charles & Gloria Jones Library (560.8250)	15
Classrooms:	
Good Shepherd Chapel (GSC) 101-105, 201-208	1
Frey Center	132, 133, 240-242, 243, 344
Public Safety Building (KOB) 101	3
Sebastian Academic Center (SAC) 101-111	10
Teague Learning Commons (TLC) 302, 304, 308, 311, 509	15
Events/Conferences (560.8219)	15
Financial Aid (Solution Center 560.8254)	2
Help Desk/Information Systems (ext. 4357)	2
Hollee's Café (560.8244)	10
Human Resources (560.8257)	2
Physical Plant (560.8248)	21
President's Office (560.8278)	2
Public Safety (560.8247)	3, 23
Registrar's Office (Solution Center 560.8254)	2
Solution Center (560.8254)	2
Student Life (traditional undergraduate) (560.8240)	8
The Stop (copy & mail) (560.8225)	8
Wellness Services (560.8215)	8



LANCASTER BIBLE COLLEGE
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