

Graduate Counseling Program
Student Handbook



**LANCASTER
BIBLE COLLEGE**

**CAPITAL SEMINARY &
GRADUATE SCHOOL**

Addiction Counseling | Clinical Mental Health Counseling |
Marriage, Couple, & Family Counseling

2022-2023

Counseling & Social Work Department

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CONGRATULATIONS

Welcome to the Masters of Arts 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 Student Success Team: 717-560-8282, or toll free at 866-845-6227. Further, Professor Praveen Rudra (prudra@lbc.edu) will serve as your program advisor 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 the knowledge of theory and practice-synthesizing learning into direct practice.

Master's Degree Programs

The following master's degree programs are offered:

- (a) Master of Arts [Addiction Counseling](#)
- (b) Master of Arts [Clinical Mental Health Counseling](#)
- (c) Master of Arts [Marriage, Couples and Family Counseling](#)

Descriptions of these degree programs and course requirements are in the Catalog, which is available by clicking the highlighted sections above.

Accreditation

LBC|Capital's graduate counseling program are accredited through **The Association for Biblical Higher Education (ABHE)** and **The Middle States Commission on Higher Education. We are NOT A CACREP Accredited program.** However, the program aligns with the CACREP standards mentioned below.

Introduction

The Council for Accreditation of Counseling & Related Educational Programs (2016) defines counseling as, "a professional relationship that empowers diverse individuals, families, and groups to accomplish mental health, wellness, education, and career goals" (CACREP, 2016).

- **Addiction Counseling:** Individuals who pursue addiction counseling will "work with persons and families affected by alcohol, drugs, gambling, sexual, and other addictive disorders" (CACREP, 2016). Employment settings could include but are not limited to private practice and community agencies that offer counseling services (CACREP, 2016).
- **Clinical Mental Health Counseling:** Individuals who pursue Clinical Mental Health Counseling will encounter clients displaying a wide range of "mental and emotional disorders," while striving for their clients' mental health and wellness (CACREP, 2016). Employment settings could include but are not limited to "private practice, community-based mental health centers, hospitals, and other treatment centers" (CACREP, 2016).
- **Marriage, Couple, and Family Counseling:** Individuals who pursue Marriage, Couple and Family Counseling will "work with individuals, couples and families from a family systems perspective" (CACREP, 2016). Employment settings could include but are not limited to "inpatient facilities, community mental health centers, private practice offices, and social service agencies" (CACREP, 2016).

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 the 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.

COUNSELING PROGRAM GOALS

ADDICTION COUNSELING

- Recognize the history, development, legislation, government policy, ethics, and professional identity development of counselors within the field of addiction counseling.
- Evaluate theories, models, techniques, and interventions related to addiction counseling and substance use, as well as philosophies of addiction-related self-help through a biblical perspective.
- Learn the application of principles, models, and documentation formats of biopsychosocial case conceptualization, etiology, treatment planning, diagnostic process, referral, application to testing and assessment, and prevention of addictive and substance use disorders.
- Enhance culturally and developmentally relevant skills necessary to raise awareness and support addiction, substance abuse prevention and the recovery process at various delivery modalities within the continuum of care.
- Develop understanding of the scholarly literature and its application within the neurological, behavioral, psychological, physical, and social effects of psychoactive substance abuse disorders and withdrawal while utilizing reduction techniques for negative effects of substance use, abuse, dependence, and addictive disorders.
- Determine the classifications, indications, contraindications of commonly prescribed psychopharmacological medications for appropriate medical referral and consultation, while understanding the potential of substance use disorders mimicking and/or co-occurring with a variety of medical and psychological disorders.

- Identify the role of wellness and spirituality within the addiction recovery process, while incorporating vocation, family, social networks, and community systems within the recovery and treatment process.
- Assist clients in recognizing life problems caused by addiction and continued harmful use or abuse, versus the benefits of life without an addiction.
- Synthesize information and knowledge into practice through supervised counseling experiences.

CLINICAL MENTAL HEALTH COUNSELING

- Recognize the history, development, legislation, government policy, ethics, and professional identity development of counselors within the field of mental health counseling.
- Evaluate theories, models, techniques, interventions related to clinical mental health counseling, and treatment of a broad range of mental health issues from a biblical perspective.
- Learn the application of theories and models in developing case conceptualization, etiology, treatment planning, diagnostic process, referral, and prevention of mental and emotional disorders.
- Comprehend the administration, interpretation, and application of psychological tests and assessments specific to clinical mental health counseling.
- Develop and understanding of scholarly literature and its application within clinical mental health counseling.
- Enhance clinical and administrative skills necessary to conduct competent cultural treatment at various mental health service delivery modalities within the continuum of care.
- Understand the etiology of trauma, crisis, and addictions and develop the skills to assess its impact on biological, psychological, and neurological mechanisms of mental health.
- Acquire and understanding of ethical principles and application to prospective clinical situations that reflect an open and collaborative approach to resolve legal and ethical dilemmas.
- Synthesize information and knowledge into practice through supervised counseling experiences.
- Understand the classifications, indications, and contraindications of commonly prescribed psychopharmacological medications for appropriate medical referral and consultation.

MARRIAGE, COUPLE AND FAMILY COUNSELING

- Recognize the history, development, legislation, government policy, ethics, professional identity development of counselors within the context of marriage, couple, and family counseling.
- Evaluate the phenomenology, family of origin theories, models, techniques, and interventions related to marriage, couple, and family counseling, in order to foster family wellness through a biblical perspective.
- Learn the application of theories and models in developing case conceptualization, etiology, treatment planning, diagnostic process, and referral within family systems and dynamics.
- Comprehend assessments including diagnostic interviews, genograms, family mapping, mental diagnostic status examinations, symptom inventories, and psychoeducational and personality assessments.
- Develop and understanding of scholarly literature and its application of the structures of marriage, couples, and families, within the realms of human sexuality and its effect on couple and family functioning, aging and intergenerational influences, immigration, and related family concerns.
- Enhance skills necessary to conduct competent cultural treatment relevant to marriage, couple, and family functioning, at various modalities within the continuum of care.
- Understand the etiology of trauma and crisis as well as the impact of interpersonal violence, mental health, and addiction on marriages, couples, and families.
- Acquire strategies for interfacing with the legal system while understanding ethical principles and application to prospective marriage, couple, and family counseling.
- Demonstrate understanding regarding the impact of life, gender roles, career, unemployment, under-employment, and changes in socioeconomic standing on marriages, couples, and families.
- Synthesize information and knowledge into practice through supervised counseling experiences.

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**.

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 on 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

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

Counseling Admissions Requirements:

- Completed Online Application
- Personal Statement of Spiritual Journey/Autobiographical Essay
- Two Professional References
- Updated Professional Resume
- Transcript of Bachelor's degree (and grad transcript if seeking transfer approval)
- Writing Sample: The applicants are required to type a 1-2 page scholarly paper using APA 7th edition format in Microsoft Word, comparing/contrasting article given to them and one they must find on their own.
- All international applicants must demonstrate a satisfactory level of English proficiency. This can be done by taking the TOEFL, IELTS or Duolingo exam. This is required only if English is not the applicant's native language or if the applicant has not completed a degree program taught in English. The following scores are acceptable for seminary or graduate admission to LBC:
 - TOEFL 79
 - IELTS 7.0
 - Duolingo 105

| | |
|-----------------------|------------|
| 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 | March 1 |
| Spring Semester Start | October 1 |

*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

- Autobiographical Statement of Faith (max 5 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 |
|--------------|--------------|---------------|--------------|---------------|

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

Interview Phase Part 1 (IP1): The prospective student is invited for an on-campus interview with the admission committee. Before the meeting, the applicant is asked to type a 1-page scholarly paper using APA format in Microsoft Word reviewing articles given to them that day. Writing samples help us assess for graduate-level skills related to comprehension, adaptability, critical thinking, and scholarly writing (max 10 points).

Interview Phase Part 2 (IP2): After completion of the writing sample, the student has to appear before the admission committee for a face-to-face interview. During the interview process, the committee assesses interpersonal skills, critical thinking, and self-awareness. Those who have met the interview criteria will be welcomed to the preliminary acceptance phase (max 5 points).

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.

Preliminary Acceptance Phase (PAP): This phase enables provisional acceptance to the graduate program. Students must satisfy academic requirements of the 1st Tier Core Professional Courses and then complete steps for candidacy to continue in the MA counseling programs. During this phase, the new MA Counseling student will need to take the following six courses:

- CPS 501: Orientation to Professional Counseling Identity, Function & Ethics
- CPS 508: Counseling Skills in Helping Relationships
- CPS 515: Counseling Theory & Techniques
- CPS 530: Professional Ethics and Legal Issues in Counseling
- CPS 541: Group Counseling Leadership Skills
- BTC 503: Foundations of Integration (or)
BTC 504: Perspectives on Integration

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. The student will then meet with their academic advisor pursuant to being deemed academically and interpersonally fit to continue to the candidacy phase. Should the student not meet the above expectations, an individual remediation plan tailored to the student's growth needs will be developed. If the student does not satisfy requirements of the remediation plan, they will be dismissed from the program.

PROGRAM STRUCTURE

Curricular Structure – The MA program consists of 60 credits (for student beginning coursework in January 2018 and beyond) in line with PA licensure requirements. The curriculum is designed as follows:

Addiction:

| | |
|--|-------------------|
| 1 st Tier Core Professional Courses | 18 Credits |
| 2 nd Tier Professional Courses | 18 Credits |
| 3 rd Tier Advanced Courses | 12 Credits |
| Professional Practice Courses | 9 Credits |
| Elective Options | 3 Credits |
| <i>Program Total</i> | <i>60 Credits</i> |

Clinical Mental Health:

| | |
|--|-------------------|
| 1 st Tier Core Professional Courses | 18 Credits |
| 2 nd Tier Professional Courses | 18 Credits |
| 3 rd Tier Advanced Courses | 12 Credits |
| Professional Practice Courses | 9 Credits |
| Elective Options | 3 Credits |
| <i>Program Total</i> | <i>60 Credits</i> |

Marriage, Couple, & Family:

| | |
|--|-------------------|
| 1 st Tier Core Professional Courses | 18 Credits |
| 2 nd Tier Professional Courses | 18 Credits |
| 3 rd Tier Advanced Courses | 12 Credits |
| Professional Practice Courses | 9 Credits |
| Elective Options | 3 Credits |
| <i>Program Total</i> | <i>60 Credits</i> |

Tier 1 - Core Professional Courses (21 Credits)

- CPS 501 - Orientation to Professional Counseling Identity, Function, & Ethics
- CPS 508 - Counseling Skills in Helping Relationships
- CPS 515 - Counseling Theory and Techniques
- CPS 530 - Professional Ethics and Legal Issues in Counseling
- CPS 541 - Group Counseling Leadership Skills
- BTC 503: Foundations of Integration (or)
BTC 504: Perspectives on Integration

Note: Students cannot attend their 6th 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 have to complete following requirements before scheduling the candidacy meeting.

1. *Application*

Students will fill out the candidacy application form prior to submitting other material for evidence of eligibility. Please see Appendix C for Candidacy Application.

2. *Clearances*

Two (2) background checks are required prior to your candidacy interview (more information below) and are necessary for approval for field placement in an educational setting. Each clearance should be acquired no more than 5 years prior to application in order to be valid.

- PA Child Abuse Clearance (ACT 151)
- PA Criminal Background Check (ACT 34)
- Proof of completed Mandated Reporter Training

3. *Personality and Career Assessment:* These assessments are required and reviewed in order to ensure the student is at a socio-emotional and behavioral level fit for the profession

- a) **MMPI-2:** Before exiting the Pre-Candidacy phase, the student will need to obtain a personality evaluation, comprising of the Minnesota Multiphasic Personality Inventory – 2nd Edition Restructured Form (MMPI-2-RF). The student's advisor will review the results of this assessment and discussed at the Candidacy interview. The results of the personality evaluation may verify the student's continuation within the program and/or evidence a need for additional counseling, or it may show evidence that another area of pursuit would be in the student's best interest. Failure to complete this requirement will result in the student's inability to take additional courses.
- b) **16-PF:** The student is also required to take the 16-Personality Factors Assessment. The assessment is reviewed with the student during the candidacy interview. We utilize the Human Resource Development Report that will assess your personality and the associated relationship with common workplace factors to ensure that your chosen career path correlates with common counseling environments.

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 a standardized form) completed by all five 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.

Tier 2 – Professional Courses -6th-11th classes, 18 credits

These classes are taken after Candidacy (18 credits in total for this section)

- CPS 505 – Research Design and Program Evaluation
- CPS 510 – Human Growth and Development Across the Lifespan
- CPS 525 – Assessment Techniques in Counseling I
- CPS 531 – Psychopathology & Counseling
- CPS 583 – Multicultural Foundations of Counseling
- CPS 588 – Career & Lifestyle Development

Tier 3 – Advanced Courses: (9-15 of the credits)

- These classes are specific to student’s major (e.g., Addiction, Clinical Mental Health, Marriage, Couple, & Family).

Professional Practice Courses: (9 credits)

- Counseling Practicum, Counseling Internship I, and Counseling Internship II will take place during this section.

Elective(s) (3-9 credits)

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

Licensure

Becoming a Licensed Professional Counselor (LPC) 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>
- [Professional Counselor Licensure Requirements Snapshot \(pa.gov\)](#)

COURSE OFFERINGS

The specific academic requirement for each of the counseling programs are listed below:

MA PROGRAM SCHEDULE

| Course Code | TIER | Title | Credits | Prerequisite(s) | FALL | SPRING | SUMMER |
|-------------|------|---|---------|--|------|--------|--------|
| | | | | | | | |
| CPS 501 | I | Orientation to Professional Counseling Identity, Function, & Ethics | 3 | None | YES | YES | --- |
| CPS 505 | II | Research and Program Evaluation | 3 | UG (Intro to Statistics) CPS501, CPS508, CPS515, CPS530, CPS541 | --- | YES | --- |
| CPS 508 | I | Counseling Skills in Helping Relationships | 3 | None | YES | YES | --- |
| CPS 510 | II | Human Growth and Development Across the Lifespan | 3 | CPS501, CPS508, CPS515, CPS530, CPS541 | YES | YES | --- |
| CPS 514 | III | Psychopharmacology | 3 | CPS501, CPS505, CPS508, CPS510, CPS515, CPS525, CPS530, CPS531, CPS541, CPS 583, CPS588 | --- | --- | YES |
| CPS 515 | I | Counseling Theories and Techniques | 3 | None | YES | --- | --- |
| CPS 525 | II | Assessment Techniques in Counseling I | 3 | UG (Intro to Statistics) CPS501, CPS508, CPS515, CPS530, CPS541 | --- | --- | YES |
| CPS 530 | I | Professional Ethics & Legal Issues in Counseling | 3 | None | | YES | --- |
| CPS 531 | II | Psychopathology and Counseling | 3 | CPS501, CPS508, CPS515, CPS530, CPS541 | YES | --- | --- |
| CPS 541 | I | Group Counseling Leadership Skills | 3 | None | --- | YES | --- |

| | | | | | | | |
|-------------------------|-----|---|---|---|-----|-----|-----|
| CPS 572 | III | Counseling Addictions | 3 | CPS501, CPS505, CPS508, CPS510, CPS515, CPS525, CPS530, CPS531, CPS541, CPS 583, CPS588 | YES | --- | --- |
| CPS 576 | III | Advanced Addiction Treatment Methods | 3 | CPS501, CPS505, CPS508, CPS510, CPS515, CPS525, CPS530, CPS531, CPS541, CPS 583, CPS588 | --- | --- | YES |
| CPS 583 | II | Multicultural Foundations of Counseling | 3 | CPS501, CPS508, CPS515, CPS530, CPS541 | YES | YES | --- |
| CPS 588 | II | Career and Lifestyle Development | 3 | CPS501, CPS508, CPS515, CPS530, CPS541 | --- | YES | YES |
| CPS 601 | | Professional Counseling Practicum | 3 | Tier I, Tier II, BTC, CPCE | YES | YES | YES |
| CPS 602 | | Professional Counseling Internship I | 3 | CPS 601 | YES | YES | YES |
| CPS 603 | | Counseling Internship II | 3 | CPS 602 | YES | YES | YES |
| CPS Elective | | Elective* | 3 | CPS501, CPS505, CPS508, CPS510, CPS515, CPS525, CPS530, CPS531, CPS541, CPS 583, CPS588 | | | |

| | | | | |
|---------------------|--|-----------|---------------------------|---|
| CPS Elective | | Elective* | 3 | CPS501, CPS505, CPS508, CPS510, CPS515, CPS525, CPS530, CPS531, CPS541, CPS 583, CPS588 |
| CPS Elective | | Elective* | 3 Total: 60 | CPS501, CPS505, CPS508, CPS510, CPS515, CPS525, CPS530, CPS531, CPS541, CPS 583, CPS588 |

| Course Code | TIER | Title | Credits | Prerequisite(s) | FALL | SPRING | SUMMER |
|----------------|------|---|---------|--|------|--------|--------|
| | | | | | | | |
| CPS 501 | I | Orientation to Professional Counseling Identity, Function, & Ethics | 3 | None | YES | YES | --- |
| CPS 505 | II | Research and Program Evaluation | 3 | UG (Intro to Statistics) CPS501, CPS508, CPS515, CPS530, CPS541 | --- | YES | --- |
| CPS 508 | I | Counseling Skills in Helping Relationships | 3 | None | YES | YES | --- |
| CPS 510 | II | Human Growth and Development Across the Lifespan | 3 | CPS501, CPS508, CPS515, CPS530, CPS541 | YES | YES | --- |
| CPS 515 | I | Counseling Theories & Techniques | 3 | None | YES | --- | --- |
| CPS 525 | II | Assessment Techniques in Counseling I | 3 | CPS501, CPS508, CPS515, CPS530, CPS541 | --- | YES | YES |
| CPS 530 | I | Professional Ethics & Legal Issues in Counseling | 3 | None | --- | YES | --- |

| | | | | | | | |
|----------------|-----|---|---|---|-----|-----|-----|
| CPS 531 | II | Psychopathology and Counseling | 3 | CPS501, CPS508, CPS515, CPS530, CPS541 | YES | --- | --- |
| CPS 541 | I | Group Counseling in Leadership Skills | 3 | None | --- | YES | --- |
| CPS 546 | III | Theories of Personality | 3 | CPS501, CPS505, CPS508, CPS510, CPS515, CPS525, CPS530, CPS531, CPS541, CPS 583, CPS588 | --- | YES | --- |
| CPS 553 | III | Counseling & Psychotherapy for the Individual | 3 | CPS501, CPS505, CPS508, CPS510, CPS515, CPS525, CPS530, CPS531, CPS541, CPS 583, CPS588 | --- | --- | YES |
| CPS 572 | III | Counseling Addictions | 3 | CPS501, CPS505, CPS508, CPS510, CPS515, CPS525, CPS530, CPS531, CPS541, CPS 583, CPS588 | YES | --- | --- |
| CPS 575 | III | Counseling Children & Adolescents | 3 | CPS501, CPS505, CPS508, CPS510, CPS515, CPS525, CPS530, CPS531, CPS541, CPS 583, CPS588 | --- | YES | --- |
| CPS 583 | II | Multicultural Foundations in Counseling | 3 | CPS501, CPS508, CPS515, CPS530, CPS541 | YES | YES | --- |
| CPS 588 | II | Career and Lifestyle Development | 3 | CPS501, CPS508, CPS515, | --- | YES | YES |

| | | | | | | | |
|---------------------|--|--|---------------------------|--|-----|-----|-----|
| | | | | CPS530, CPS541 | | | |
| CPS 601 | | Professional Counseling Practicum | 3 | Tier I, Tier II, BTC, CPCE | YES | YES | YES |
| CPS 602 | | Professional Counseling Internship I | 3 | CPS 601 | YES | YES | YES |
| CPS 603 | | Counseling Internship II | 3 | CPS 602 | YES | YES | YES |
| CPS Elective | | Elective | 3 Total: 60 | CPS501, CPS505, CPS508, CPS510, CPS515, CPS525, CPS530, CPS531, CPS541, CPS 583, CPS588 | | | |

| Course Code | Tier | Title | Credits | Prerequisite(s) | <i>FALL</i> | <i>SPRING</i> | <i>SUMMER</i> |
|----------------|------|---|---------|--|-------------|---------------|---------------|
| | | | | | | | |
| CPS 501 | I | Orientation to Professional Counseling Identity, Function, & Ethics | 3 | None | YES | YES | --- |
| CPS 505 | II | Research and Program Evaluation | 3 | CPS501, CPS508, CPS515, CPS530, CPS541 | --- | YES | --- |
| CPS 508 | I | Counseling Skills in Helping Relationships | 3 | None | YES | YES | --- |
| CPS 510 | II | Human Growth and Development Across the Lifespan | 3 | CPS501, CPS508, CPS515, CPS530, CPS541 | YES | YES | --- |
| CPS 515 | I | Counseling Theories & Techniques | 3 | None | YES | | --- |
| CPS 525 | II | Assessment Techniques in Counseling | 3 | CPS501, CPS508, CPS515, CPS530, CPS541 | --- | YES | YES |
| CPS 530 | I | Professional Ethics & Legal Issues in Counseling | 3 | None | --- | YES | --- |
| CPS 531 | II | Psychopathology and Counseling | 3 | CPS501, CPS508, CPS515, CPS530, CPS541 | YES | | --- |
| CPS 540 | III | Marriage Counseling | 3 | CPS501, CPS505, CPS508, CPS510, CPS515, CPS525, CPS530, CPS531, | --- | YES | --- |

| | | | | | | | |
|-------------------------|-----|---|------------------|--|-----|-----|-----|
| | | | | CPS541, CPS 583, CPS588 | | | |
| CPS 541 | I | Group Counseling in Leadership Skills | 3 | None | --- | YES | --- |
| CPS 550 | III | Family Counseling | 3 | CPS501, CPS505, CPS508, CPS510, CPS515, CPS525, CPS530, CPS531, CPS541, CPS 583, CPS588 | YES | --- | --- |
| CPS 572 | III | Counseling Addictions | 3 | CPS501, CPS505, CPS508, CPS510, CPS515, CPS525, CPS530, CPS531, CPS541, CPS 583, CPS588 | YES | | --- |
| CPS 575 | III | Counseling Children & Adolescents | 3 | CPS501, CPS505, CPS508, CPS510, CPS515, CPS525, CPS530, CPS531, CPS541, CPS 583, CPS588 | --- | YES | --- |
| CPS 583 | II | Multicultural Foundations in Counseling | 3 | CPS501, CPS508, CPS515, CPS530, CPS541 | YES | YES | --- |
| CPS 588 | II | Career and Lifestyle Development | 3 | CPS501, CPS508, CPS515, CPS530, CPS541 | --- | YES | YES |
| CPS 601 | | Professional Counseling Practicum | 3 | Tier I, Tier II, BTC, CPCE | YES | YES | YES |
| CPS 602 | | Professional Counseling Internship I | 3 | CPS 601 | YES | YES | YES |
| CPS 603 | | Counseling Internship II | 3 | CPS 602 | YES | YES | YES |
| CPS Elective | | Elective | 3 | CPS501, CPS505, CPS508, CPS510, CPS515, CPS525, CPS530, CPS531, CPS541, CPS 583, CPS588 | | | |
| | | | Total: 60 | | | | |

| Course Level | Checkpoints | Milestones |
|--|---|---|
| Tier I Courses Credits 0-15 <input type="checkbox"/> CPS 501 <input type="checkbox"/> CPS 508 <input type="checkbox"/> CPS 515 <input type="checkbox"/> CPS 530 <input type="checkbox"/> CPS 541 <input type="checkbox"/> BTC 503 (or) BTC 504 | <input checked="" type="checkbox"/> Meet with adviser to devise course plan for timely degree completion <input checked="" type="checkbox"/> Begin planning for practicum 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"/> Take MMPI-2RF 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 |
| Tier II Courses Credits 15-33 <input type="checkbox"/> CPS 505 <input type="checkbox"/> CPS 510 <input type="checkbox"/> CPS 525 <input type="checkbox"/> CPS 531 <input type="checkbox"/> CPS 583 <input type="checkbox"/> CPS 588 | <input checked="" type="checkbox"/> Advising session to plan program, practicum and internship <input checked="" type="checkbox"/> Register for the CPCE exam <input checked="" type="checkbox"/> Begin choosing desired electives | <input type="checkbox"/> Plan practicum site one year in advance <input type="checkbox"/> Plan internship site one year in advance <input type="checkbox"/> Choose program <input type="checkbox"/> Complete CPCE exam <input type="checkbox"/> Submit practicum contract <input type="checkbox"/> 33 credits completed <input type="checkbox"/> Minimum GPA 3.0 |
| Tier III Advanced Courses & Electives Credits 33-51 | <input checked="" type="checkbox"/> Advising session to discuss potential certification options | <input type="checkbox"/> 51 credits completed <input type="checkbox"/> Bible Prerequisite course (If needed) <input type="checkbox"/> Minimum GPA 3.0 |
| Practicum <input type="checkbox"/> CPS 601 | <i>Can be taken after completion of Tier II milestones + 12 Tier III credits.</i> | <input type="checkbox"/> Practicum hours logged: 200 <input type="checkbox"/> Submit internship I contract <input type="checkbox"/> 54 credits completed |
| Internship I <input type="checkbox"/> CPS 602 | <i>Can be taken simultaneously with program courses and electives once Tier II milestones are met.</i> <input checked="" type="checkbox"/> Advising session to plan program completion and graduation <input checked="" type="checkbox"/> Advising session concerning licensure options, particularly for licensure in other states | <input type="checkbox"/> Internship hours logged: 300 <input type="checkbox"/> Minimum GPA 3.0 <input type="checkbox"/> Plan Internship site <input type="checkbox"/> Submit internship II contract |
| Internship II <input type="checkbox"/> CPS 603 | | <input type="checkbox"/> Internship hours logged: 300 <input type="checkbox"/> 60 credits completed <input type="checkbox"/> Apply for graduation |
| After Graduation, If pursuing for Licensure | | <input type="checkbox"/> 3000 hours of supervised clinical experience required <input type="checkbox"/> Pass licensure examination |

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.

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.

PROGRAM PLANNING SHEETS

MA Program (Addictions Counseling)

Degree: Master of Arts

Credits: 60 for Degree & Eligibility to take PA Licensure exam

Name: _____ Date Accepted: _____ Program Expiration Date: _____

Traditional Graduate Students Only:

Counseling Prerequisites (3 credits each; must be completed **before** the start of the program)

NA Undergrad Psychology Course _____

Basic Research & Statistics Course

MAT216 (required if no stats course previously taken) Undergrad Basic Statistics Course _____

Noncredit program requirement

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

1st Tier Core Professional Courses (18 credits; **MUST** be taken first as part of Prelim. Acceptance Phase)

| | |
|---|--|
| ____ CPS 501 Orientation to Professional CNS Identity, Function, & Ethics | ____ CPS 508 CNS Skills in Helping Relationships |
| ____ CPS 515 Counseling Theory & Techniques | ____ CPS 541 Group Counseling Leadership Skills |
| ____ CPS 530 Prof Ethics and Legal Issues in Counseling | ____ BTC 503 Foundations of Integration (or) |
| | ____ BTC 504 Perspectives on Integration |

Candidacy Process (must be completed **before** registering for your 6th course, including transfer credits)

____ Background Clearances: PA Criminal Background Check, Child Abuse Background Check, Mandated Reporter Training

____ MMPI-2 & 16PF Assessments: results sent to Counseling & Social Work department

____ Candidacy Application Submitted

____ Candidacy Interview Completed—candidacy granted by the committee

2nd Tier Professional Courses (18 credits; Can be taken **only** after being granted Candidacy)

| | |
|--|--|
| ____ CPS 505 Research and Program Evaluation | ____ CPS 510 Human Growth and Dev. Across the Lifespan |
| ____ CPS 525 Assessment Techniques in Counseling I | ____ CPS 531 Psychopathology and Counseling |
| ____ CPS 583 Multicultural Foundations of Counseling | ____ CPS 588 Career and Lifestyle Development |

Counselor Preparation Comprehension Examination (CPCE): MUST be taken after Tier 1 & 2 and before practicum & internships

3rd Tier Advanced Courses (12 credits; Can be taken **only** after being granted Candidacy and completing 2nd tier)

| | |
|------------------------------------|--|
| ____ CPS 514 Psychopharmacology | ____ CPS 573 Advanced Addiction Treatment |
| ____ CPS 572 Counseling Addictions | ____ CPS 575 Counseling Children & Adolescents |

Professional Practice Courses (9 credits; Can be taken **only** after completion of 1st and 2nd Tier courses)

| | |
|-------------------------------|--------------------------------|
| ____ CPS 601 CNS Practicum | ____ CPS 603 CNS Internship II |
| ____ CPS 602 CNS Internship I | |

One Electives (3 credits; can be taken **only** after completing 2nd tier.) 1. _____

| | |
|--|---|
| CPS 514 Psychopharmacology | CPS 550 Family Counseling |
| CPS 517 Biopsychology | CPS 553 Counseling & Psychotherapy for the Individual |
| CPS 540 Marriage Counseling | CPS 577 Human Sexuality |
| CPS 545 Counseling the Older Adult | CPS 586 Advanced Applied Research Practicum |
| CPS 546 Theories of Personality | |
| CPS 551 Assessment Techniques in Counseling II | |
| CPS 552 Marriage & Family Issues | |

**Or use electives from a different concentration*

MA Program (Clinical Mental Health Counseling)

Degree: Master of Arts

Credits: 60 for Degree & eligibility to take PA Licensure exam

Name _____ Date Accepted _____ Program Expiration Date _____

Traditional Graduate Students Only:

Counseling Prerequisites (3 credits each; must be completed **before** the start of the program)

NA Undergrad Psychology Course _____

Basic Research & Statistics Course

MAT216 (required if no stats course previously taken) Undergrad Basic Statistics Course _____

Noncredit program requirement

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

1st Tier Core Professional Courses (18 credits; **MUST** be taken first as part of Prelim. Acceptance Phase)

- | | |
|---|---|
| ____ CPS 501 Orientation to Professional CNS Identity, Function, & Ethics | ____ CPS 508 CNS Skills in Helping Relationships |
| ____ CPS 515 Counseling Theory & Techniques | ____ CPS 541 Group Counseling Leadership Skills |
| ____ CPS 530 Prof Ethics and Legal Issues in Counseling | ____ BTC 503 Foundations of Integration (or) BTC 504 Perspectives on Integration |

Candidacy Process (must be completed **before** registering for your 6th course, including transfer credits)

- ____ Background Clearances: PA Criminal Background Check, Child Abuse Background Check, Mandated Reporter Training
- ____ MMPI-2 & 16PF Assessments: results sent to Counseling & Social Work department
- ____ Candidacy Application Submitted
- ____ Candidacy Interview Completed—candidacy granted by the committee

2nd Tier Professional Courses (18 credits; Can be taken only after being granted Candidacy)

- | | |
|--|--|
| ____ CPS 505 Research and Program Evaluation | ____ CPS 510 Human Growth and Dev. Across the Lifespan |
| ____ CPS 525 Assessment Techniques in Counseling I | ____ CPS 531 Psychopathology and Counseling |
| ____ CPS 583 Multicultural Foundations of Counseling | ____ CPS 588 Career and Lifestyle Development |

Counselor Preparation Comprehension Examination (CPCE): MUST be taken after Tier 1 & 2 and before practicum & internships

3rd Tier Advanced Courses (15 credits; Can be taken **only** after being granted Candidacy and completing 2nd tier)

- | | |
|--|--|
| ____ CPS 546 Theories of Personality | ____ CPS 572 Addictions Counseling |
| ____ CPS 553 Counseling & Psych for Individual | ____ CPS 575 Counseling Children & Adolescents |

Professional Practice Courses (9 credits; Can be taken **only** after completion of 1st and 2nd Tier courses)

- | | |
|-------------------------------|--------------------------------|
| ____ CPS 601 CNS Practicum | ____ CPS 603 CNS Internship II |
| ____ CPS 602 CNS Internship I | |

One Elective (3 credits; can be taken **only** after completing 2nd tier.) 1. _____

- | | |
|------------------------------------|---|
| CPS 514 Psychopharmacology | CPS 552 Marriage & Family Issues |
| CPS 517 Biopsychology | CPS 573 Adv. Addiction TX |
| CPS 540 Marriage Counseling | CPS 577 Human Sexuality |
| CPS 545 Counseling the Older Adult | CPS 586 Advanced Applied Research Practicum |
| CPS 550 Family Counseling | |

**Or use electives from a different concentration*

MA Program (Marriage, Couple, & Family Counseling)

Degree: Master of Arts

Credits: 60 for Degree & eligibility to take PA Licensure exam

Name _____

Date Accepted _____

Program Expiration Date _____

Traditional Graduate Students Only:

Counseling Prerequisites (3 credits each; must be completed **before** the start of the program)

NA Undergrad Psychology Course _____

Basic Research & Statistics Course

MAT216 (required if no stats course previously taken) Undergrad Basic Statistics Course _____

Noncredit program requirement

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

1st Tier Core Professional Courses (18 credits; **MUST** be taken first as part of Prelim. Acceptance Phase)

- | | |
|---|--|
| ____ CPS 501 Orientation to Professional CNS Identity, Function, & Ethics | ____ CPS 508 CNS Skills in Helping Relationships |
| ____ CPS 515 Counseling Theory & Techniques | ____ CPS 541 Group Counseling Leadership Skills |
| ____ CPS 530 Prof Ethics and Legal Issues in Counseling | ____ BTC 503 Foundations of Integration (or) |
| | ____ BTC 504 Perspectives on Integration |

Candidacy Process (must be completed before registering for your 6th course, including transfer credits)

- ____ Background Clearances: PA Criminal Background Check, Child Abuse Background Check, Mandated Reporter Training
- ____ MMPI-2 & 16PF Assessments: results sent to Counseling & Social Work department
- ____ Candidacy Application Submitted
- ____ Candidacy Interview Completed—candidacy granted by the committee

2nd Tier Professional Courses (18 credits; Can be taken only after being granted Candidacy)

- | | |
|--|--|
| ____ CPS 505 Research and Program Evaluation | ____ CPS 510 Human Growth and Dev. Across the Lifespan |
| ____ CPS 525 Assessment Techniques in Counseling I | ____ CPS 531 Psychopathology and Counseling |
| ____ CPS 583 Multicultural Foundations of Counseling | ____ CPS 588 Career and Lifestyle Development |

Counselor Preparation Comprehension Examination (CPCE): MUST be taken after Tier 1 & 2 and before practicum & internships

3rd Tier Advanced Courses (12 credits; Can be taken **only** after being granted Candidacy and completing 2nd tier)

- | | |
|----------------------------------|--|
| ____ CPS 540 Marriage Counseling | ____ CPS 572 Counseling Addictions |
| ____ CPS 550 Family Counseling | ____ CPS 575 Counseling Children & Adolescents |

Professional Practice Courses (9 credits; Can be taken **only** after completion of 1st and 2nd Tier courses)

- | | |
|-------------------------------|--------------------------------|
| ____ CPS 601 CNS Practicum | ____ CPS 603 CNS Internship II |
| ____ CPS 602 CNS Internship I | |

One Elective (3 credits; can be taken **only** after completing 2nd tier.) 1. _____

- | | |
|---|---|
| CPS 514 Psychopharmacology | CPS 577 Human Sexuality |
| CPS 517 Biopsychology | CPS 573 Advanced Addiction Treatment |
| CPS 546 Theories of Personality | CPS 545 Counseling the Older Adult |
| CPS 551 Assessment Techniques in Counseling II | CPS 586 Advanced Applied Research Practicum |
| CPS 553 Counseling & Psychotherapy for the Individual | <i>*Or use electives from a different concentration</i> |

BA/MA Addiction Counseling

Degree: Bachelor of Science, Master of Arts
 Major: Addiction Counseling & Biblical Studies, Minor: _____
 150 Credits
 Name: _____ Date: _____ Proposed Graduation Date: _____



LANCASTER BIBLE COLLEGE

YOUR JOURNEY. OUR FOCUS.

____ Writing Intensive

Freshman Year

| Sched | Gr | | | | | Sched | Gr | | | | |
|-------|----|-----|-----|-------------------------------|---|-------|----|-----|-----|--|---|
| | | LBC | 100 | Foundations Seminar | 1 | | | BIB | 103 | Creation & Covenants: OT I | 3 |
| | | BIB | 106 | Interpreting the Bible | 3 | | | BIB | 203 | Life of Christ: NT I | 3 |
| | | THE | 105 | Prelude to Bib & Theo Studies | 3 | | | LAN | 104 | Public Speaking | 3 |
| | | LAN | 101 | College Comp & Research | 3 | | | PSY | 143 | History & Systems of Psychology | 3 |
| | | PSY | 122 | Group Psychotherapy | 3 | | | SOC | 228 | Theories & Techniques of Psychotherapy | 3 |
| | | SOC | 101 | General Psychology | 3 | | | | | | |
| 16 | | | | | | 15 | | | | | |

Sophomore Year

| Sched | Gr | | | | | Sched | Gr | | | | |
|-------|----|-----|-----|----------------------------|---|-------|----|-----|-----|---|---|
| | | BIB | 104 | Israel's Life & Lit: OT II | 3 | | | THE | 223 | Christian Narrative I | 3 |
| | | BIB | 204 | Early Church: NT II | 3 | | | BNT | | Bible NT Exegetical Elective | 3 |
| | | HIS | | HIS Core (100/200) | 3 | | | LIT | | LIT Core (100/200) | 3 |
| | | HUM | 204 | Cultural Diversity | 3 | | | SCI | | SCI Core (100/200) | 3 |
| | | SOC | 203 | Principles of Sociology | 3 | | | SCI | | SCI Core Lab | 1 |
| | | PSY | 351 | Therapy Lab | 1 | | | CPS | 501 | Orientation to Professional Counseling Identity, Function, and Ethics | 3 |
| | | CSV | 201 | Christian Service | 0 | | | | | | |
| 16 | | | | | | 16 | | | | | |

Junior Year

| Sched | Gr | | | | | Sched | Gr | | | | |
|-------|----|-----|-----|--|---|-------|----|-----|-----|--|---|
| | | THE | 224 | Christian Narrative II | 3 | | | THE | | Theology Focused Elective | 3 |
| | | MAT | 216 | Statistical Methods | 3 | | | A&S | | A&S Elective (300 Level) | 3 |
| | | PSY | 415 | PSY Practicum | 3 | | | CPS | 530 | Prof Ethics in Counseling and Psychotherapy Casework | 3 |
| | | CPS | 508 | Skills in Helping Relationships | 3 | | | CPS | 541 | Group CNS Leadership Skills | 3 |
| | | CPS | 510 | Human Growth and Development Across the Lifespan | 3 | | | CPS | 583 | Multicultural Foundations of CNS | 3 |
| | | CPS | 515 | Counseling Theory & Tech. | 3 | | | | | | |
| 18 | | | | | | 15 | | | | | |

Senior Year*

| Sched | Gr | | | | | Sched | Gr | | | | |
|--|----|-----|-----|------------------------------|---|-------|----|-----|-----|--------------------------------|---|
| | | BOT | | Bible OT Exegetical Elective | 3 | | | THE | 320 | Christianity & Culture | 3 |
| | | THE | | Theology Focused Elective | 3 | | | THE | | Theology Focused Elective | 3 |
| | | A&S | | A&S Elective (400 Level) | 3 | | | CPS | 505 | Research & Program Eval. | 3 |
| | | CPS | 531 | Psychopathology & CNS | 3 | | | CPS | 575 | CNS Children & Adolescents | 3 |
| | | CPS | 572 | Counseling Addictions | 3 | | | CPS | 588 | Career & Lifestyle Development | 3 |
| * Candidacy Process completed before Senior Year | | | | | | 15 | | | | | |

5th Year

| Sched | Gr | | | | | Sched | Gr | | | | |
|--|----|-----|-----|------------------------------|---|-------|----|-----|-----|-------------------------------|---|
| | | BTC | 504 | Perspectives on Integration | 3 | | | CPS | 546 | Theories of Personality | 3 |
| | | CPS | 601 | Prof. Counseling Practicum** | 3 | | | CPS | 602 | Prof. Counseling Internship I | 3 |
| **CPCE Exam completed before starting CPS601 Practicum | | | | | | 6 | | | | | |

| Sched | Gr | Summer/Winter Courses | | | |
|-------|----|-----------------------|-----|--------------------------------|---|
| | | CPS | 525 | Counseling Assessment I | 3 |
| | | CPS | 514 | Psychopharmacology | 3 |
| | | CPS | 573 | Adv. Add Treatment | 3 |
| | | CPS | 603 | Prof. Counseling Internship II | 3 |
| 12 | | | | | |

Notes: _____

BA/MA Clinical Mental Health Counseling

Degree: Bachelor of Science, Master of Arts

Major: Clinical Mental Health Counseling & Biblical Studies,

Minor: _____

150 Credits



LANCASTER BIBLE COLLEGE

YOUR JOURNEY. OUR FOCUS.

Name: _____ Date: _____ Proposed Graduation Date: _____

____ Writing Intensive

Freshman Year

| Sched | Gr | | | | | Sched | Gr | | | | |
|-------|----|-----|-----|-------------------------------|---|-------|----|-----|-----|--|---|
| | | LBC | 100 | Foundations Seminar | 1 | | | BIB | 103 | Creation & Covenants: OT I | 3 |
| | | BIB | 106 | Interpreting the Bible | 3 | | | BIB | 203 | Life of Christ: NT I | 3 |
| | | THE | 105 | Prelude to Bib & Theo Studies | 3 | | | LAN | 104 | Public Speaking | 3 |
| | | LAN | 101 | College Comp & Research | 3 | | | PSY | 143 | History and Systems of Psychology | 3 |
| | | PSY | 122 | Group Psychotherapy | 3 | | | SOC | 228 | Theories & Techniques of Psychotherapy | 3 |
| | | SOC | 101 | General Psychology | 3 | | | | | | |
| 16 | | | | | | 15 | | | | | |

Sophomore Year

| Sched | Gr | | | | | Sched | Gr | | | | |
|-------|----|-----|-----|----------------------------|---|-------|----|-----|-----|---|---|
| | | BIB | 104 | Israel's Life & Lit: OT II | 3 | | | THE | 223 | Christian Narrative I | 3 |
| | | BIB | 204 | Early Church: NT II | 3 | | | BNT | | Bible NT Exegetical Elective | 3 |
| | | HIS | | HIS Core (100/200) | 3 | | | LIT | | LIT Core (100/200) | 3 |
| | | HUM | 204 | Cultural Diversity | 3 | | | SCI | | SCI Core (100/200) | 3 |
| | | SOC | 203 | Principles of Sociology | 3 | | | SCI | | SCI Core Lab | 1 |
| | | PSY | 351 | Therapy Lab | 1 | | | CPS | 501 | Orientation to Professional Counseling Identity, Function, and Ethics | 3 |
| | | CSV | 201 | Christian Service | 0 | | | | | | |
| 16 | | | | | | 16 | | | | | |

Junior Year

| Sched | Gr | | | | | Sched | Gr | | | | |
|-------|----|-----|-----|--|---|-------|----|-----|-----|--|---|
| | | THE | 224 | Christian Narrative II | 3 | | | THE | | Theology Focused Elective | 3 |
| | | MAT | 216 | Statistical Methods | 3 | | | A&S | | A&S Elective (300 Level) | 3 |
| | | PSY | 415 | PSY Practicum | 3 | | | CPS | 530 | Prof Ethics in Counseling and Psychotherapy Casework | 3 |
| | | CPS | 508 | Skills in Helping Relationships | 3 | | | CPS | 541 | Group CNS Leadership Skills | 3 |
| | | CPS | 510 | Human Growth and Development Across the Lifespan | 3 | | | CPS | 583 | Multicultural Foundations of CNS | 3 |
| | | CPS | 515 | Counseling Theory & Tech. | 3 | | | CPS | | CPS Elective | 3 |
| 18 | | | | | | 18 | | | | | |

Senior Year*

| Sched | Gr | | | | | Sched | Gr | | | | |
|-------|----|-----|-----|------------------------------|---|-------|----|-----|-----|--------------------------------|---|
| | | BOT | | Bible OT Exegetical Elective | 3 | | | THE | 320 | Christianity & Culture | 3 |
| | | THE | | Theology Focused Elective | 3 | | | THE | | Theology Focused Elective | 3 |
| | | A&S | | A&S Elective (400 Level) | 3 | | | CPS | 505 | Research & Program Eval. | 3 |
| | | CPS | 531 | Psychopathology & CNS | 3 | | | CPS | 575 | CSN Children & Adolescents | 3 |
| | | CPS | 572 | Counseling Addictions | 3 | | | CPS | 588 | Career & Lifestyle Development | 3 |
| 15 | | | | | | 15 | | | | | |

* Candidacy Process completed before Senior year

5th Year

| Sched | Gr | | | | | Sched | Gr | | | | |
|-------|----|-----|-----|------------------------------|---|-------|----|-----|-----|-------------------------------|---|
| | | BTC | 504 | Perspectives on Integration | 3 | | | CPS | 546 | Theories of Personality | 3 |
| | | CPS | 601 | Prof. Counseling Practicum** | 3 | | | CPS | 602 | Prof. Counseling Internship I | 3 |
| 6 | | | | | | 6 | | | | | |

** CPCE Exam Completed before starting CPS601

| Summer/Winter Course | | | | | |
|----------------------|----|-----|-----|---------------------------------|---|
| Sched | Gr | | | | |
| | | CPS | 525 | Counseling Assessment I | 3 |
| | | CPS | 553 | CNS & Psych. for the Individual | 3 |
| | | CPS | 603 | Prof. Counseling Internship II | 3 |
| 9 | | | | | |

Notes: _____

BA/MA Marriage, Couple & Family Counseling

Degree: Bachelor of Science, Master of Arts

Major: Marriage, Couple & Family Counseling & Biblical Studies,

Minor: _____

150 Credits



LANCASTER BIBLE COLLEGE

YOUR JOURNEY. OUR FOCUS.

Name: _____ Date: _____ Proposed Graduation Date: _____

____ Writing Intensive

Freshman Year

| Sched | Gr | | | | | Sched | Gr | | | | |
|-------|----|-----|-----|-------------------------------|---|-------|----|-----|-----|--|---|
| | | LBC | 100 | Foundations Seminar | 1 | | | BIB | 103 | Creation & Covenants: OT I | 3 |
| | | BIB | 106 | Interpreting the Bible | 3 | | | BIB | 203 | Life of Christ: NT I | 3 |
| | | THE | 105 | Prelude to Bib & Theo Studies | 3 | | | LAN | 104 | Public Speaking | 3 |
| | | LAN | 101 | College Comp & Research | 3 | | | PSY | 143 | History & Systems of Psychology | 3 |
| | | PSY | 122 | Group Psychotherapy | 3 | | | SOC | 228 | Theories & Techniques of Psychotherapy | 3 |
| | | SOC | 101 | General Psychology | 3 | | | | | | |
| 16 | | | | | | 15 | | | | | |

Sophomore Year

| Sched | Gr | | | | | Sched | Gr | | | | |
|-------|----|-----|-----|----------------------------|---|-------|----|-----|-----|---|---|
| | | BIB | 104 | Israel's Life & Lit: OT II | 3 | | | THE | 223 | Christian Narrative I | 3 |
| | | BIB | 204 | Early Church: NT II | 3 | | | BNT | | Bible NT Exegetical Elective | 3 |
| | | HIS | | HIS Core (100/200) | 3 | | | LIT | | LIT Core (100/200) | 3 |
| | | HUM | 204 | Cultural Diversity | 3 | | | SCI | | SCI Core (100/200) | 3 |
| | | SOC | 203 | Principles of Sociology | 3 | | | SCI | | SCI Core Lab | 1 |
| | | PSY | 351 | Therapy Lab | 1 | | | CPS | 501 | Orientation to Professional Counseling Identity, Function, and Ethics | 3 |
| | | CSV | 201 | Christian Service | 0 | | | | | | |
| 16 | | | | | | 16 | | | | | |

Junior Year

| Sched | Gr | | | | | Sched | Gr | | | | |
|-------|----|-----|-----|--|---|-------|----|-----|-----|--|---|
| | | THE | 224 | Christian Narrative II | 3 | | | THE | | Theology Focused Elective | 3 |
| | | MAT | 216 | Statistical Methods | 3 | | | A&S | | A&S Elective (300 Level) | 3 |
| | | PSY | 415 | PSY Practicum | 3 | | | CPS | 530 | Prof Ethics in Counseling and Psychotherapy Casework | 3 |
| | | CPS | 508 | Skills in Helping Relationships | 3 | | | CPS | 541 | Group CNS Leadership Skills | 3 |
| | | CPS | 510 | Human Growth and Development Across the Lifespan | 3 | | | CPS | 583 | Multicultural Foundations of CNS | 3 |
| | | CPS | 515 | Counseling Theory & Tech. | 3 | | | CPS | | CPS Elective | 3 |
| 18 | | | | | | 18 | | | | | |

Senior Year*

| Sched | Gr | | | | | Sched | Gr | | | | |
|--|----|-----|-----|------------------------------|---|-------|----|-----|-----|--------------------------------|---|
| | | BOT | | Bible OT Exegetical Elective | 3 | | | THE | 320 | Christianity & Culture | 3 |
| | | THE | | Theology Focused Elective | 3 | | | THE | | Theology Focused Elective | 3 |
| | | A&S | | A&S Elective (400 Level) | 3 | | | CPS | 505 | Research & Program Eval. | 3 |
| | | CPS | 531 | Psychopathology & CNS | 3 | | | CPS | 575 | CSN Children & Adolescents | 3 |
| | | CPS | 572 | Counseling Addictions | 3 | | | CPS | 588 | Career & Lifestyle Development | 3 |
| * Candidacy Process completed before Senior Year | | | | | | 15 | | | | | |

5th Year

| Sched | Gr | | | | | Sched | Gr | | | | |
|--|----|-----|-----|------------------------------|---|-------|----|-----|-----|-------------------------------|---|
| | | CPS | 550 | Family Counseling | 3 | | | CPS | 540 | Marriage Counseling | 3 |
| | | CPS | 601 | Prof. Counseling Practicum** | 3 | | | CPS | 602 | Prof. Counseling Internship I | 3 |
| **CPCE Exam completed before starting CPS601 Practicum | | | | | | 6 | | | | | |

| Sched | Gr | Summer/Winter Courses | | | |
|-------|----|-----------------------|-----|--------------------------------|---|
| | | CPS | 525 | Counseling Assessment I | 3 |
| | | BTC | 504 | Perspectives on Integration | 3 |
| | | CPS | 603 | Prof. Counseling Internship II | 3 |
| 9 | | | | | |

Notes: _____

COURSE PROGRESSION

Addiction Counseling:

| Semester | Six + Credits (Fall Start) | Nine + Credits |
|-----------------------------------|---|---|
| 1st Year Fall | 1. CPS 501: Orientation to Prof CNS Identity, Function, & Ethics 2. CPS 508: CNS Skills in Helping Relationships 3. CPS 515: Counseling Theory & Techniques 4. BTC 503: Foundations of Integration (or) BTC 504: Perspectives on Integration | 1. CPS 501: Orientation to Prof CNS Identity, Function, & Ethics 2. CPS 508: CNS Skills in Helping Relationships 3. CPS 515: Counseling Theory & Techniques 4. BTC 503: Foundations of Integration (or) BTC 504: Perspectives on Integration |
| 1st Year Spring | 1. CPS 510: Human Growth & Development 2. CPS 530: Prof Ethics & Legal Issues in Counseling 3. CPS 541: Group Counseling Leadership Skills | 1. CPS 510: Human Growth & Development 2. CPS 530: Prof Ethics & Legal Issues in Counseling 3. CPS 541: Group Counseling Leadership Skills |
| 1st Year Summer | 1. CPS 525: Assessment Techniques in Counseling I 2. CPS 588: Career & Lifestyle Development | 1. CPS 525: Assessment Techniques in Counseling I 2. CPS 588: Career & Lifestyle Development 3. CPS 514: Psychopharmacology |
| 2nd Year Fall | 1. CPS Elective: 2. CPS 531: Psychopathology & Counseling | 1. CPS Elective: 2. CPS 531: Psychopathology & Counseling 3. CPS 572: Counseling Addictions |
| 2nd Year Spring | 1. CPS 583: Multicultural Foundations of Counseling 2. CPS 505: Research Program & Evaluation | 1. CPS 505: Research & Program Evaluation 2. CPS 583: Multicultural Foundations of Counseling 3. CPS 601: Counseling Practicum |
| 2nd Year Summer | 1. CPS 514: Psychopharmacology 2. CPS 573: Advanced Addictions Treatment Methods | 1. CPS 573: Advanced Addictions Treatment Methods 2. CPS 602: Counseling Internship I |
| 3rd Year Fall | 1. CPS 572: Counseling Addictions 2. CPS 601: Counseling Practicum | 1. CPS 603: Counseling Internship II |
| 3rd Year Spring | 1. CPS 602: Counseling Internship I | |
| 3rd Year Summer | 1. CPS 603: Counseling Internship II | |
| 4th Year Fall | | |
| TOTAL Credits | 60 credits | 60 credits |

Clinical Mental Health Counseling:

| Semester | Six + Credits | Nine Credits |
|-----------------------------------|---|---|
| 1st Year Fall | <ol style="list-style-type: none"> 1. CPS 501: Orientation to Prof CNS Identity, Function, & Ethics 2. CPS 508: CNS Skills in Helping Relationships 3. CPS 515: Counseling Theory & Techniques 4. BTC 503: Foundations of Integration (or) BTC 504: Perspectives on Integration | <ol style="list-style-type: none"> 1. CPS 501: Orientation to Prof CNS Identity, Function, & Ethics 2. CPS 508: CNS Skills in Helping Relationships 3. CPS 515: Counseling Theory & Techniques 4. BTC 503: Foundations of Integration (or) BTC 504: Perspectives on Integration |
| 1st Year Spring | <ol style="list-style-type: none"> 1. CPS 510: Human Growth & Development 2. CPS 530: Prof Ethics & Legal Issues in Counseling 3. CPS 541: Group Counseling Leadership Skills | <ol style="list-style-type: none"> 1. CPS 510: Human Growth & Development 2. CPS 530: Prof Ethics & Legal Issues in Counseling 3. CPS 541: Group Counseling Leadership Skills |
| 1st Year Summer | <ol style="list-style-type: none"> 1. CPS 525: Assessment Techniques in Counseling I 2. CPS 588: Career & Lifestyle Development | <ol style="list-style-type: none"> 1. CPS 525: Assessment Techniques in Counseling I 2. CPS 588: Career & Lifestyle Development |
| 2nd Year Fall | <ol style="list-style-type: none"> 1. CPS Elective: 2. CPS 531: Psychopathology & Counseling | <ol style="list-style-type: none"> 1. CPS 531: Psychopathology & Counseling 2. CPS 583: Multicultural Foundations of Counseling 3. CPS Elective: |
| 2nd Year Spring | <ol style="list-style-type: none"> 1. CPS 583: Multicultural Foundations of Counseling 2. CPS 505: Research Program & Evaluation | <ol style="list-style-type: none"> 1. CPS 505: Research & Program Evaluation 2. CPS 546: Theories of Personality 3. CPS 575: Counseling Children & Adolescents |
| 2nd Year Summer | <ol style="list-style-type: none"> 1. CPS 546: Theories of Personality 2. CPS 572: Counseling Addictions | <ol style="list-style-type: none"> 1. CPS 553: Counseling & Psychotherapy for the Individual 2. CPS 601: Counseling Practicum |
| 3rd Year Fall | <ol style="list-style-type: none"> 1. CPS 553: Counseling & Psychotherapy for the Individual 2. CPS 601: Counseling Practicum | <ol style="list-style-type: none"> 1. CPS 572: Counseling Addictions 2. CPS 602: Counseling Internship I |
| 3rd Year Spring | <ol style="list-style-type: none"> 1. CPS 575: Counseling Children & Adolescents 2. CPS 602: Counseling Internship I | <ol style="list-style-type: none"> 1. CPS 603: Counseling Internship II |
| 3rd Year Summer | <ol style="list-style-type: none"> 1. CPS 603: Counseling Internship II | |
| 4th Year Fall | | |
| TOTAL Credits | 60 credits | 60 credits |

Marriage Couple & Family Counseling:

| Semester | Six + Credits | Nine + Credits |
|-----------------------------------|---|---|
| 1st Year Fall | <ol style="list-style-type: none"> 1. CPS 501: Orientation to Prof CNS Identity, Function, & Ethics 2. CPS 508: CNS Skills in Helping Relationships 3. CPS 515: Counseling Theory & Techniques 4. BTC 503: Foundations of Integration (or) BTC 504: Perspectives on Integration | <ol style="list-style-type: none"> 1. CPS 501: Orientation to Prof CNS Identity, Function, & Ethics 2. CPS 508: CNS Skills in Helping Relationships 3. CPS 515: Counseling Theory & Techniques 4. BTC 503: Foundations of Integration (or) BTC 504: Perspectives on Integration |
| 1st Year Spring | <ol style="list-style-type: none"> 1. CPS 510: Human Growth & Development 2. CPS 530: Prof Ethics & Legal Issues in Counseling 3. CPS 541: Group Counseling Leadership Skills | <ol style="list-style-type: none"> 1. CPS 510: Human Growth & Development 2. CPS 530: Prof Ethics & Legal Issues in Counseling 3. CPS 541: Group Counseling Leadership Skills |
| 1st Year Summer | <ol style="list-style-type: none"> 1. CPS 525 Assessment Techniques in Counseling I 2. CPS 588: Career & Lifestyle Development | <ol style="list-style-type: none"> 1. CPS 525: Assessment Techniques in Counseling I 2. CPS 588: Career & Lifestyle Development |
| 2nd Year Fall | <ol style="list-style-type: none"> 1. CPS 531: Psychopathology & Counseling 2. CPS 583: Multicultural Foundations of Counseling 3. CPS 572: Counseling Addictions | <ol style="list-style-type: none"> 1. CPS 531: Psychopathology & Counseling 2. CPS 583: Multicultural Foundations of Counseling 3. CPS 572: Counseling Addictions |
| 2nd Year Spring | <ol style="list-style-type: none"> 1. CPS 505: Research Program & Evaluation 2. CPS 540: Marriage Counseling | <ol style="list-style-type: none"> 1. CPS 505: Research & Program Evaluation 2. CPS 540: Marriage Counseling 3. CPS 575: Counseling Children & Adolescents |
| 2nd Year Summer | <ol style="list-style-type: none"> 1. CPS 601: Counseling Practicum 2. CPS Elective: | <ol style="list-style-type: none"> 1. CPS 601: Counseling Practicum |
| 3rd Year Fall | <ol style="list-style-type: none"> 1. CPS 550: Family Counseling 2. CPS 602: Counseling Internship I | <ol style="list-style-type: none"> 1. CPS 550: Family Counseling 2. CPS 602: Counseling Internship I 3. CPS Elective: _ |
| 3rd Year Spring | <ol style="list-style-type: none"> 1. CPS 575: Counseling Children & Adolescents 2. CPS 603: Counseling Internship II | <ol style="list-style-type: none"> 1. CPS 603: Counseling Internship II |
| 3rd Year Summer | | |
| TOTAL Credits | 60 credits | 60 credits |

COURSE DESCRIPTIONS

1st Tier Core Professional Courses (15 Credits) - The 15 credits of the Core Professional Courses must be taken in order to be granted candidacy.

CPS 501 - Orientation to Professional Counseling Identity, Function, & Ethics - Orientation to the field of professional counseling requires a thorough understanding of professional identity and current professional issues related to counselor functioning in a variety of settings. This course introduces students to concepts regarding the professional functioning of licensed professional counselors including history, roles, professional organizations, standards, and credentialing. Current issues in the practice of counseling in a variety of professional settings and current labor market information relevant to opportunities for practice are explored. Students will be introduced to the core requirements, multicultural competencies, and spiritual/religious competencies necessary to becoming a counselor. Students are also introduced to program policies, graduate level writing and APA style.

CPS 508 – Counseling Skills in Helping Relationships - 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.

CPS 515 – Counseling Theory and Techniques - This course presents an overview of major counseling theories and the techniques and practices associated with those theories. Student experiences shall include an examination of the historical development of affective, behavioral, and cognitive theories counseling theories and the application of theoretical material to case studies. Students will be exposed to models of counseling that are consistent with current professional research and practice in the field and begin to develop their own theoretical approach to clinical mental health counseling.

CPS 530 - Professional Ethics and Legal Issues in Counseling - This course is designed to provide an overview of the ethical and legal practices in the field of counseling, with a specific focus upon the professional issues of practice including practice specializations. The Codes of Ethics of national and professional counseling organizations will be reviewed. An overview of the state/local statutes that govern the practice of counseling will also be provided. A study of ethical principles as they apply to situations of counseling will be conducted by means of investigating the standards and their dimensions of application through case study. Students will be expected to grow in their level of judgment for decision-making in the context of ethical dilemmas and challenges.

CPS 541 - Group Counseling Leadership Skills - This is a clinical course designed to give students didactic and experiential introduction to theory, practice, and treatment in group counseling. The course will cover the theoretical foundations of group counselling and group work, contemporary theories, and group counseling leadership skills including group selection, group formation, group interventions, and group evaluation.

2nd Tier Professional Courses (18 Credits) - The 18 credits of the 2nd Tier Professional courses can only be taken after being granted Candidacy.

CPS 505 - Research Design and Program Evaluation - This course introduces research and program evaluation in the field of counseling. Emphasis is placed on gaining the knowledge necessary to evaluate and apply the conclusions of published research to advance the counseling profession. Students will be introduced to a variety of research strategies in order to assist in evaluating and incorporating relevant findings in counseling practice and program evaluation. To that end, basic knowledge of research methodology, research design, sampling, measurement, statistics, and ethical and multicultural issues for conducting research will be addressed. (*Prerequisites: CPS 501, CPS 508, CPS 530, CPS 541.*)

CPS 510 - Human Growth & Development Across the Lifespan - This course provides an overview of contemporary theoretical perspectives regarding the nature of developmental needs and tasks from infancy through late adulthood, the influences of development on mental health and dysfunction and the promotion of healthy development across human life span. The special tasks, challenges, and concerns for age-stage related issues will be evaluated and discussed while emphasizing the physical, mental, emotional, intellectual and spiritual growth of the individual. (*Prerequisites: CPS 501, CPS 508, CPS 530, CPS 541.*)

CPS 525 - Assessment Techniques in Counseling I - This course is designed to be a primer in psychological testing and assessment. Students will be familiarized to the salient clinical and ethical concerns surrounding the assessment process and not only to the content areas of specific testing techniques. The “hands on” nature of this class will furnish students with resources that will strengthen their diagnostic skills and ultimately their clinical effectiveness. This course has a required test material fee. (*Prerequisites: CPS 501, CPS 508, CPS 530, CPS 541.*)

CPS 531 – Psychopathology & Counseling - This course provides an introduction to the major psychiatric diagnoses included in the current Diagnostic and Statistical Manual of Mental Disorders (DSM) with an overview of the principles of etiology, diagnosis, treatment planning and prevention of mental and emotional disorders and dysfunctional behavior. This also includes professional identification, ethical and legal issues, mental health disparities and the contribution of race/ethnicity, gender, and religion to misdiagnosis. Through the use of case studies and role plays students will develop skills in gathering relevant information to diagnose mental disorders. (*Prerequisites: CPS 501, CPS 508, CPS 530, CPS 541.*)

CPS 583 – Multicultural Foundations of Counseling - This social and cultural diversity course is focused on preparing students to practice competent multicultural counseling. Issues such as race, ethnicity, gender, age, spirituality and religion, psycho-sexual orientation, mental and physical characteristics, and social and cultural norms are examined as they relate to the overarching context of relationships and human development. The influence of culture, subculture, and socioeconomic status on the counseling relationship is explored. Theories of multicultural counseling, identity development, pluralistic trends, and systems-oriented intervention strategies (couple, family, group, and community) are considered. Counselor cultural self-awareness and the role of counseling in eliminating biases, prejudice, oppression, and discrimination are emphasized.

CPS 588 – Career & Lifestyle Development - This course provides an overview of career development and counseling including study of factors influencing career development, contemporary theories of career decision-making, career assessment and group and individual career counseling techniques. Life-long processes that influence work values, occupational choice, creation of career patterns, career identity, and patterns of work adjustment will be explored against the backdrop of current research. (*Prerequisites: CPS 501, CPS 508, CPS 515, CPS 530, CPS 541.*)

Advanced Courses (12-18 Credits) - Concentration courses can be taken only after being granted Candidacy and completing the 2nd Tier Professional Courses. Constitutes three concentration courses, practicum, and internship.

Addictions

CPS 514 – Psychopharmacology - This course will consider the manner in which the human body intakes, absorbs, and excretes substances known as street drugs, prescription medications, and common dietary substances which *impact* the psychological balance of the individual. The impact of medication or street drugs upon physical and psychological well-being of the counselee and how it factors into treatment will also be considered. (*Prerequisites: CPS 501, CPS 508, CPS 530, CPS 541, CPS 505, CPS 510, CPS 531, CPS 525, CPS 520.*)

CPS 572 –Counseling Addictions - 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 573 - Advanced Addictions Treatment Methods- This course is designed to build upon knowledge gained in the introductory addictions course and to prepare students for clinical addictions practice and successful completion of the Examination for Master Addictions Counselors (EMAC). Students will gain a deeper understanding of how both substance and process addictions impact families and learn professional therapeutic service delivery with this population. In addition to learning how to professionally counsel family members affected by addiction, students will be trained to navigate a process of reconciliation for spouses and families. This course is specifically for students pursuing professional addictions counseling. (*Prerequisites: CPS 501, CPS 508, CPS 530, CPS 541, CPS 505, CPS 510, CPS 531, CPS 525, CPS 520.*)

Clinical Mental Health

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 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 572 –Counseling Addictions - 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 575 - Counseling Children and Adolescents - This course provides specialized knowledge and skills training in counseling children and adolescents. Students will learn to assess behavior and incorporate developmentally and culturally appropriate strategies and techniques to meet the needs of counseling children and adolescents both within the school and agency setting. Students will examine various theoretical, behavioral, and play therapy techniques or counseling children and adolescents with a specialized focus on Solution Focused Brief Therapy. (*Prerequisites: CPS 501, CPS 508, CPS 530, CPS 541, CPS 505, CPS 510, CPS 531, CPS 525, CPS 520.*)

CPS 588 - Career & Lifestyle Development- This course provides an overview of career development and counseling including study of factors influencing career development, contemporary theories of career decision-making, career assessment and group and individual career counseling techniques. Life-long processes that influence work values, occupational choice, creation of career patterns, career identity, and patterns of work adjustment will be explored against the backdrop of current research. (*Prerequisites: CPS 501, CPS 508, CPS 530, CPS 541, CPS 505, CPS 510, CPS 531, CPS 525, CPS 520.*)

Marriage Couple & Family

CPS 540 - Marriage Counseling and Psychotherapy - 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 550 - Family Counseling and Psychotherapy - 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 572 –Counseling Addictions - 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 505, CPS 508, CPS 510, CPS 515, CPS 525, CPS 530, CPS 531, CPS 541, CPS 583, CPS 588.*)

CPS 575 - Counseling Children and Adolescents - This course provides specialized knowledge and skills training in counseling children and adolescents. Students will learn to assess behavior and incorporate developmentally and culturally appropriate strategies and techniques to meet the needs of counseling children and adolescents both within the school and agency setting. Students will examine various theoretical, behavioral, and play therapy techniques or counseling children

and adolescents with a specialized focus on Solution Focused Brief Therapy. (*Prerequisites: CPS 501, CPS 508, CPS 530, CPS 541, CPS 505, CPS 510, CPS 531, CPS 525, CPS 520.*)

Professional Practice Courses

CPS 601 – Counseling Practicum - This course applies the principles and methods taught in the classroom to specific counseling situations and problems. It involves the student in case studies, observation of counseling sessions, limited counseling experiences, and a literature search. 200 hours required. (*Prerequisites: CPS 501, CPS 508, CPS 530, CPS 541, CPS 505, CPS 510, CPS 531, CPS 525, CPS 520; minimum GPA of 3.0 and minimum of 33 graduate credits.*)

CPS 602 – Counseling Internship I - This is the practical capstone course of the graduate student's training. Regular consultations will be conducted with the student's advisor and written reports of sessions will be submitted according to the format suggested in the course syllabus. The student will be evaluated qualitatively according to his/her performance and professional development. 300 hours required. (*Prerequisites: CPS 501, CPS 508, CPS 530, CPS 541, CPS 601, CPS 505, CPS 510, CPS 531, CPS 525, CPS 520; minimum GPA of 3.0 and minimum of 36 graduate credits.*)

CPS 603 – Counseling Internship II - This is the additional practical capstone course for students wanting to prepare for licensure. Regular consultations will be conducted with the student's advisor and written reports of sessions will be submitted according to the format suggested in the course syllabus. The student will be evaluated qualitatively as to his/her performance and professional development. (*Prerequisites: CPS 501, CPS 508, CPS 530, CPS 541, CPS 601, CPS 602, CPS 505, CPS 510, CPS 531, CPS 525, CPS 520; minimum 3.0 GPA and minimum of 39 graduate credits.*)

Elective Options (3-9 Credits) - *Electives can be taken only after completing 2nd Tier Professional Courses and being granted candidacy. Elective courses can be simultaneously taken while completing advanced courses.*

CPS 517 – Biopsychology - The student will be presented with information regarding biological systems and their relatedness to psychological state. To approach this topic, a greater understanding of major biological systems of the human body must be developed. To aid the student's learning process, visual aids of the body's infrastructure and systems will be produced through computer-generated facsimile. (*Prerequisites: CPS 501, CPS 508, CPS 530, CPS 541, CPS 505, CPS 510, CPS 531, CPS 525, CPS 520.*)

CPS 545 – Counseling the Older Adults - The course is designed to introduce students to critical issues in the aging process as well as related functional challenges experienced by older adults and their families. As such, the class reviews deficits and strengths associated with aging among older adults with the hopes of equipping students to acquire skills to enhance the overall wellbeing of the older adult client. The course spans a range of topics, such as theories of aging, misconceptions about aging and older adults, counseling skills and techniques for working with the older adult, and resource procurement for the aged. A review of gerontology is provided in order to enhance the student's appreciation of the multiple factors that helped shape the field of older adult therapy today. In keeping with LBC's vision statement and the overall mission of our college, considerable effort will be dedicated toward enhancing students' sensitivity to the needs of this population in order to optimize ministry opportunities with the elderly client. This course will emphasize practice models, counseling skills, and intervention techniques that will equip the counseling student for effective ministry. (*Prerequisites: CPS 501, CPS 505, CPS 508, CPS 510, CPS 515, CPS 525, CPS 530, CPS 531, CPS 541, CPS 583, CPS 588.*)

CPS 586 – Advanced Research Practicum - This course provides an opportunity for a student to apply and hone previously acquired research and statistical skills toward data collection, calculation, and scientific writing with the goal of publication. (*Prerequisites: CPS 501, CPS 505, CPS 508, CPS 510, CPS 515, CPS 525, CPS 530, CPS 531, CPS 541, CPS 583, CPS 588.*)

CPS 585 - Introduction to Trauma-Informed Counseling – This course explores the effects of crisis, disasters, and trauma on diverse individuals across the life span, and the impact of crisis and trauma on individuals with mental health diagnoses. Crisis intervention and community-based strategies are reviewed. Students then delve into the concept of trauma-informed care. A trauma-informed approach to counseling frames many problem behaviors as understandable attempts to cope with traumatic experiences and aims to avoid re-victimizing the client by maximizing the survivor’s choices and control over the healing process.

BTC 503 -- Foundations for Integration - This course offers an overview of the biblical narrative, including an examination of themes such as creation, fall, redemption, and consummation. The distinctive contribution of each stage of biblical history to that overarching narrative is considered. Special attention will be given to how the biblical narrative provides insight into the central concepts of Christian theology that help us understand God, the world, humanity, sin, redemption, and eschatology, and a Christian understanding of our place in that story. Critical hermeneutical issues will also be discussed as they arise in the study of the narrative. (3 credits)

BTC 504 -- Perspectives on Integration - LBC | Capital educates students so that they might more ardently love God with their hearts, minds, and strength; then love their neighbors as themselves. Obeying the greatest commandment requires Christians to better align their perspectives of the world, themselves, and their communities with the Bible’s perspective of reality. This course will help students understand the foundations of Christian thought so their views of the world may better agree with God’s worldview as he revealed it in the Scriptures. (3 credits)

Note—Concentration-level courses from other concentrations are also available as electives, including:

- CPS 546 - Theories of Personality
- CPS 551 – Assessment Techniques in Counseling II
- CPS 553 - Counseling and Psychology for the Individual
- CPS 540 - Marriage Counseling and Therapy
- CPS 550 - Family Counseling and Therapy
- CPS 552 - Marriage and Family Issues
- CPS 514 - Psychopharmacology
- CPS 572 – Counseling Addictions
- CPS 573 - Advanced Counseling Treatment Methods
- CPS 575 - Counseling Children and Adolescents

PRACTICUM, INTERNSHIP I, & INTERNSHIP II REQUIREMENTS

The Practicum and Internship courses are a critical and integral component in the training of a well-equipped counselor. These courses provide students with the opportunity to utilize their classroom learning in counseling situations under the supervision of professional counselors.

Counseling Practicum (CPS 601)

- May be taken after completing a minimum of 33 graduate credits (Tier 1 & Tier 2 courses) with a minimum GPA of 3.0, completion of the candidacy process, and passing the CPCE exam.
- Minimum of 200 hours of field experience is required to complete the practicum:
 - 80 hours of direct client contact
 - 20 combined hours of individual and group supervision
 - 100 hours of administration (ie. Research, writing, training, admin tasks)
- Students are required to participate in a blended classroom component. Each student will be required to record four (4) 50-60 minute therapy sessions and schedule one-hour appointment with the processor for each VCS to review the recordings.

Counseling Internship I (CPS 602)

- May be taken after completing a minimum of 36 graduate credits (Tier 1 & 2 courses) with a minimum GPA of 3.0, and successfully completing CPS 601 Practicum.
- Minimum of 300 hours of field experience is required to complete the internship:
 - 130 hours of direct client contact
 - 20 combined hours of individual and group supervision
 - 150 hours of administration (ie. Research, writing, training, admin tasks)
- Students are required to participate in a blended classroom component. Each student will be required to record four (4) 50-60 minute therapy sessions and schedule one-hour appointment with the processor for each VCS to review the recordings.

Counseling Internship II (CPS 603)

- May be taken after completing a minimum of 39 graduate credits (Tier 1 & 2 courses) with a minimum GPA of 3.0, and successfully completing CPS 601 Practicum and CPS 602 Internship I.
- Minimum of 300 hours of field experience is required to complete the internship:
 - 130 hours of direct client contact
 - 20 combined hours of individual and group supervision
 - 150 hours of administration (ie. Research, writing, training, admin tasks)
- Students are required to participate in a blended classroom component. Each student will be required to record four (4) 50-60 minute therapy sessions and schedule one-hour appointment with the class professor for each VCS to review the recordings.

**The MA of Arts in Counseling Internship Contract can be found in Appendix D*



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/Membership/Proof-of-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://aamft.org>
- **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.impakadvice.com/members_online/members/newmember.asp?action

STEPS TO FIND A PLACEMENT SITE

- 1) Begin as early as one year before you would like your placement to take place.
- 2) Consider what type of field service site you would like to invest time into, for example: working with children, addictions, families, physically challenged, mentally challenged, elderly, church setting, homeless, unplanned pregnancy, homeless, etc.
- 3) Review the contract and be familiar with what will be required of the field service site and you as the student. Complete your personal information on the form.
- 4) Review the list of Internship site options on Canvas group site and match your interests with individual sites.
- 5) Contact several sites requesting an interview for possible placement. Discuss what they offer and what you might be able to do for them. Refrain from emailing as it presents the student as less personal and less invested (see “Field site flyer” in Canvas resources).
- 6) Set up an interview and research the site to be knowledgeable in your decision making process. Prepare questions (4-6) for the interviewer to properly assess if it is a good fit for you. Be sure to bring along a resume.
- 7) If you can come to agreement with a particular site, have the field service supervisor complete the balance of the contract and sign accordingly.

It will be highly unlikely to gain a site in the first try. Part of this process is to encourage/challenge you to sell yourself to potential Counseling sites in the future. This process helps to inform students of their fitness for the field. It answers the question: “Do those in the professional community see in me what I think I see in me?”

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.

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 Arts in Professional Counseling program is Professor Rudra (prudra@lbc.edu, 717-560-8227, ext. 5402). The advisor 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.

Canvas

Each course site will be available on-line through 10 days 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 Canvas 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.

[Program Withdrawal Request Form](#)
[Course Withdrawal Form](#)

Online Engagement

Due to the nature of graduate school, online participation is a major component of the educational experience. Engagement with professors and classmates via the learning management system is vital to be academically successful. If you are experiencing a situation which prevents you from participating online for a period of time, you are expected to communicate with your professor. Failure to engage with the LMS for 15 consecutive days without notifying the professor of the reason for your absence will result in termination from the course room.

Grading Scale:

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

Incomplete Grades Policy

An incomplete ("I") grade may be issued by a professor in lieu of a final grade when course requirements have not been met by the end of the course. The use of an "I" is to be the exception due to extenuating circumstances rather than being a general practice. After consultation with the professor, the student initiates the request for an incomplete grade. Requests should be submitted within a reasonable amount of time, as determined by the professor. To make this request, the student completes the Course Extension Request Form located on the Student Portal.

The maximum time a faculty member may extend the deadline is an additional length of a program course.

Should a student not complete the work or a professor not submit the final grade by the deadline, the Registrar will default the "I" to the actual grade earned at the end of the semester, with a zero for any missing assignments used to calculate the final grade. The student can appeal this default grade, and the professor can change this default grade as applicable.

Requests for an extension beyond the deadline must be made in writing to the Registrar who will work in collaboration with the Department Chair and/or Site Director to determine final approval or denial of the request.

GA/TA Opportunities

Based on fluctuating department needs, we at times notify our graduate students of open Graduate Assistant (GA) or Teaching Assistant (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.

Independent Study

In order to apply for an independent study, there must be a scheduling problem that jeopardizes the student's graduation which resulted from Seminary/Grad School action. 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. An independent study will be granted only if requested prior to registration for the semester or session.

https://lbc.formstack.com/forms/registrar_application_for_independent_study

Planned Return

The student schedule is designed for continuous progression through an academic program, thus allowing for the most successful path to completing a degree. In this sequence, a student will take at least one course per six-week course session if in the seminary or one course per semester if in a graduate studies program. The only exception to this sequence is the summer course sessions.

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. This agreement allows the student and Lancaster Bible College | Capital Seminary & 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 & 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.

Link for application:

https://lbc.formstack.com/forms/planned_return_agreement

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 \(ACA\)](#).

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.
6. The program desires to act in a redemptive manner rather than one that is punitive. The Program Director will aim to facilitate redemptive growth in the student throughout the process.

Penalties for 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.

**Failure to meet the department academic requirements may result in loss of financial aid.*

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, ACA, 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 MA 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.

Reapplication Policy After Dismissal 12/10/18

As per the LBC | Capital Seminary and Graduate School Student Handbook as well as each Seminary and Graduate School program handbook, students can be dismissed from LBC | Capital Seminary and Graduate School programs for violations of academic integrity, recurrent episodes of academic probation, and/or violations of ethical/moral standards. Should a dismissed student wish to reapply for admission to his/her previous program, he/she must wait a minimum of one calendar year from the date of dismissal (listed on the dismissal letter). The reapplication process might involve the student completing a full or partial application, as determined by the program director. Should a dismissed student decide he/she wants to apply to a different program at the college (after the term of one calendar year), the application will be assessed by the previous and new program directors. The new application process might involve the student completing a full or partial application, as determined by the new program director. Students should consult each program's handbook for any unique considerations related to application or reapplication following dismissal. The College reserves the right to deny readmittance to LBC|Capital or an LBC|Capital program.

CPCE Remediation Plan

CPCE is scheduled once each semester, students enrolled in the MA Counseling program should pass the CPCE exam at least one semester prior to registering into CPS 601: Counseling practicum. Passing the CPCE can be obtained by receiving a total score 1.5 SD below the National Mean Score or pass all the subtests. A student will initially be given two opportunities to pass the CPCE. If the student fails to receive a passing total score on their first attempt, they must retake the exam a second time. On their second attempt the student must receive either a passing total score or pass all subtests failed on the first administration. If a student fails to pass the CPCE on their second attempt, they will be given two options. Within 14 days of being notified, students must submit, in writing, their selected option to their advisor.

Option 1: Write and defend an in-depth research paper in response to a question created by a committee. The question will be presented to the student within 14 days following the notification by the student of this option. The student will then have 14 days to review the question and set a date for completion of their research paper and defense of its' content.) Paper and defense must be completed prior to the administration of the next CPCE. Following the paper's defense, the committee will determine whether the student was successful or unsuccessful. A successful defense would entitle the student to continue with the program. An unsuccessful defense would entitle the student to select between Option 2.

Option 2: Retake the CPCE for the third time. If a student fails to obtain a passing total score or pass all sub-tests previously failed, they will be terminated from the program.

Appeal Request:

If a student feels that they have received their three test scores in error or they have questions about the process, they can submit an Appeal Request. Appeals must be submitted within 30 days of receiving their final no pass grade on either the CPCE exam.

Graduation Process

While the program is designed for completion in three years, taking 9 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.

Commencement Ceremony Participation Policy

LBC | Capital undergraduate, graduate and seminary students must complete all coursework prior to participating in a commencement ceremony. Doctoral students are eligible to walk in commencement once their dissertation revisions have been made and approved by their readers.

Exceptions to this policy may be made with the following conditions:

- a. Students *who are already registered for and have no more than a total of 6 outstanding credits* in internships, practicums, and/or Travel Learn Experience post-commencement
AND
- b. Plan to complete those credits *no more than 1 semester beyond the commencement ceremony*
AND
- c. Complete a Graduation Plan Form, signed by both the student's advisor and the Registrar.

Appeals to this policy will be considered on a case-by-case basis and must be submitted to the Student Appeals Committee.

PROCEDURES

1. *Complete the Graduation Plan Agreement*

- a. Fill out the agreement form (attached)
- b. Signed by student and advisor
 - i. The Advisor is responsible for tracking the completion of the Graduation Plan for all exceptions that they approve.
- c. Submitted to the Registrar's office for final approval.
 - i. All plans will be reviewed by the Registrar and the appropriate Associate Registrar.
 1. Associate Registrar for Current Traditional Students
 2. Associate Registrar for Adult Education
 3. Associate Registrar for Graduate/Seminary
- d. Any students completing degree requirements after the Commencement ceremony will have their degree conferred at the next available conferral date after their requirements are complete to be in compliance with federal law statutes governing the financial aid grace period for federal loans.

2. *Graduation Plan Appeals*

- a. If a student's agreement is denied by the Registrar's office, appeals will be considered by the Provost's office.
 - i. Students must submit their original form, the denial from the Registrar's office, and a letter stating why they need to participate in the ceremony they are requesting.

3. *Appeals*

- a. Academic policy appeals are made to the Student Appeals Committee and the process is followed as describes in the Student Grievance and Appeals Policy.
 - i. Students must submit, in writing, a rationale for participation in the graduation ceremony and completion of the Graduation Plan Form, signed by the student's advisor.

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).

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
 - ❖ Cognitive skills
 - ❖ Appreciation of Diversity
 - ❖ Coping skills
 - ❖ Professional commitment
 - ❖ Professional conduct
 - ❖ Self-awareness
 - ❖ 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.

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
- c. Unofficial Transcript
- d. Letters of Recommendation

- e. Letters of Acceptance into the Master of Arts in Counseling Program
- 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
- k. Student Handbook Acknowledgement Form
- l. Important notes/documents pertaining to the student's course scheduling

The student can review these records according to the Rights Under FERPA Act

Complaints or Grievances

The following provides information regarding the filing of complaints or grievances against Lancaster Bible College | Capital Seminary & Graduate School or its employees acting on behalf of the college.

STUDENTS: Students will not be subject to any unfair action or treatment as a result of initiating a complaint or grievance. Students also have the right to go directly to one of the agencies listed below.

EMPLOYEES: See the current Employee Handbook for various policies and procedures or contact the Director of People Development & Human Resources at humanresources@lbc.edu. Employees also have the right to go directly to one of the agencies listed below.

PROSPECTIVE STUDENTS, PARENTS, AND OTHERS: We encourage initial complaints or grievances to be filed with our Director of People Development & Human Resources (PDHR) at humanresources@lbc.edu. The PDHR Department has policies, procedures, and forms in place for specific complaints and grievances and can be viewed here. Individuals also have the right to go directly to one of the agencies listed below.

External Accountability Agencies

Individuals have the right to go directly to one or more of the agencies listed below to initiate a complaint or grievance if the student complaint cannot be resolved after exhausting the school's grievance procedure. The student should submit written complaints to:

Middle States Association of Colleges and Universities

3624 Market Street

Philadelphia, PA 19104

Association for Biblical Higher Education

5850 T. G. Lee Blvd, Suite 130

Orlando FL 32822

Pennsylvania Department of Education

Bureau of Postsecondary and Adult Education

333 Market Street, 12th Floor

Harrisburg, PA 17126

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

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, Program Coordinator of MA Counseling Programs

Email – prudra@lbc.edu

Phone 717-569-7071 ext. 5402

Mr. Jonathan Shacklett – Assistant Professor

Counseling Program

Email – jshacklett@lbc.edu

Phone 717-569-7071 ext. 5455

Mrs. Melissa Boas– Assistant Professor, Program Coordinator of BS Psychology Program and MEd program

Email – mboas@lbc.edu

Phone 717-569-7071 ext. 5423

Dr. Day Butcher – Assistant Professor

Email – dbutcher@lbc.edu

Phone 717-569-7071 ext. 5471

MA Adjunct and Visiting Faculty

Abby Keiser, MS - akeiser@lbc.edu

Brittany Ober, MA - bober@lbc.edu

Carol Geiger, MA, Med, LPC - cgeiger@lbc.edu

Faith Ann Day, MA – fdlay@lbc.edu

Grace Martin, MA, LPC – gmartin@lbc.edu

Jenee Bare, MA – jbare@lbc.edu

Jessica Todorov, MA - jtodorov@lbc.edu

Jonathan Reese, MA – jreese@lbc.edu

Joshua Irvine, MA, LPC – jirvine@lbc.edu

Karen Mummau, MSW, LCSW – kmummau@lbc.edu

Kevin Gushiken, PhD – kgushiken@lbc.edu

Lori DeWald, MA, NCC, LBS – ldewald@lbc.edu

Olivia Murrin, MA, LPC – omurrin@lbc.edu

Sean Dougherty, MS, Med - sdougherty@lbc.edu

Tony Byler, MD – tbyler@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.

Academic Services

Ally Center The Ally Center is LBC | Capital’s hub for academic services, resources, and accessibility. The academic services include disability services and writing services, both of which are available to every Capital student at no additional cost. For information regarding resources, locations, and hours of operation, visit lbc.edu/ally.

Disability Services

Disability Services The Disability Services Office (DSO) provides reasonable accommodations for students with disabilities to ensure access to all programs, facilities, and activities of Capital Seminary & Graduate School based on Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 (ADA), and their amendments. Accommodations are made on an individual, case-by-case basis, after an interactive process and submission of documentation to the Disability Services Coordinator. Incoming students with a disability are encouraged to submit documentation immediately upon acceptance into Capital so that accommodations can be determined before the start of the session in which they enroll. For more information, please call 717.569.7071, ext. 5383 or email DSO@lbc.edu.

Writing Services

Writing Services. Writing Services consist of one-on-one sessions with professional or peer personnel at any stage of the writing process for any seminary or graduate course. Sessions focus on development of

argument and ideas, formatting and citations, and academic style, and students may schedule a session at any stage of the writing process for any written assignment. A variety of writing resources are also available at lbc.edu/ally. The Ally Center's Writing Services does not provide asynchronous editing or proofreading.

Accessing Online Course Websites (Canvas)

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

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, Canvas.

- 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 (CircDesk@lbc.edu)

- **Clint Banz** (Electronic Resources Librarian), 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
- **Deb Hunt** (Associate Library Director), MLS
Acquisitions, Education – dhunt@lbc.edu – Ext. 5349
- **Mark Draper** (Director of Library Services)
EndNote, Research, Biblical Studies – mdraper@lbc.edu – Ext. 5362
- **Lisa Swarr** (Library Assistant), BS
Acquisitions, Periodicals, Education – lswarr@lbc.edu – Ext. 5385
- **Rhonda McClenton** (Specialties: Academic Services, Literature and Language) –
rmcclenton@lbc.edu
- **Breana Bittner** (Librarian for Communications, Co-Librarian for Arts & Sciences) –
bbittner@lbc.edu

Hours

Standard library hours during the Fall and Spring semesters are:

| | |
|-------------------|------------------------|
| Monday - Thursday | 7:00 a.m. – 10:00 p.m. |
| Friday | 7:00 a.m. – 6:00 p.m. |
| Saturday | 12:00pm – 6:00 p.m. |
| Sunday | 2:00 p.m. – 10:00 p.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 Mark Draper mdraper@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 Canvas 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 Mark Draper mdraper@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@lbc.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 Student Center or you can request that a copy be mailed to you by calling (717) 560-8200 Ext-8247 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/>
- Basic Training to APA (provided by LBC counseling department)
<https://youtu.be/pmlGTleNN2Y>

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 Canvas and have completed reading and writing assignments prior to the first class.

If I am accepted into the 5-year accelerated BA/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 BA/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, completed graduate credits will not be allowed to count towards undergraduate credits under any circumstances. If in the future, the former student applies for admission and is accepted into our Master's program, the previously taken LBC/CSG grad. courses we may consider counting them towards the degree, provided the former student received at least a B in the course(s) and the course is still part of the CACREP-aligned curriculum at that time.

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.

APPENDIX C

APPLICATION FOR CANDIDACY: MA COUNSELING

(Must be submitted before registering for your 6th course with 3.0 GPA.)

- Student Name: _____ Date: _____
- Check your desired program:
 _____Addiction _____Clinical Mental Health _____ Marriage, Couple, & Family
- Please check off all of the prerequisite work completed that was requested by your admission letter (record held by dept.).
- Please indicate the letter grade you received and the semester date (i.e. FA19) in the space beside each Core Professional Course. If you have not yet received a grade, indicate that the course is "In Progress."

| Grade | Date | Course |
|---------------------------------|------|--|
| Foundation Courses (18 credits) | | |
| | | CPS 501 – Orientation to Professional Counseling Identity, Function, & Ethics |
| | | CPS 508 – Counseling Skills in Helping Relationships |
| | | CPS 515 – Counseling Theory and Techniques |
| | | CPS 530 – Professional Ethics and Legal Issues in Counseling |
| | | CPS 541 – Group Counseling Leadership Skills |
| | | BTC 503 -- Foundations of Integration (or) BTC 504 Perspectives on Integration |

- Please indicate the submission of these noncredit program requirements
 _____ **MMPI-2-RF Assessment**
 _____ **16PF Assessment**
 _____ **Clearances**
 _____ Child Abuse Clearance
 _____ PA Criminal Background Check
 _____ Mandated Reporting Training Certificate
- 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 Counseling Program.

Faculty Name _____ **Date** _____

Overview of Test Results:

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

Director/Chair Signature

Date

APPENDIX D

Master of Arts Counseling Field Studies Contract
(Complete for each semester of Practicum, Internship I and Internship II)

General Information

Name: _____ Advisor: _____
 Phone number (mobile): _____ (work) _____
 Program: ADD CMH MCF Course: 601 Practicum 602 Internship I 603 Internship II

Field Study Location

Name of Agency: _____
 Address: _____ Phone #: _____
 Please check all settings that apply to your site: Agency Hospital University counseling center Non-profit
 Other: _____
 Please check all services that apply to your site: Marriage & Family Child & Adolescent Individual Group
 Substance Abuse Rehabilitation Other: _____

Field Supervisor Information

Field Supervisor's Name: _____ Supervisor Credentials: _____
 Licensure Number: _____ Position of Field Supervisor: _____
 Preferred contact: Phone Email | Contact #: _____ E-Mail Address _____

Student's Goals

Please describe the specific field work duties that the student will be performing at the site:

Please identify the diagnostic and assessment tools that will be used by the student:

Goals to be accomplished through this Field Study:

Dates of Field Study: Beginning _____ End _____
 Breaks or interruptions in Field Study _____

Agreement Between LBC and Field Study Agency

1. The field supervisor, through group and/or individual conferences, will provide supervision to the student on a weekly basis.
2. Faculty advisor will provide site visit and/or phone contact for ongoing student and program evaluation.
3. The supervisor will complete an evaluation of the student’s performance at the completion of the Field Study.
4. The field agency will utilize the student in the counseling process of the agency and according to the contact agreement. The agency will recognize its own status as a training agency for the LBC Graduate student, and will seek to be sensitive to the student’s questions and needs.
5. This agreement cannot be terminated prior to the completion of contract except by mutual agreement of the parties involved and the student’s faculty advisor.
6. The student’s practicum, internship, or field service is not to be equated as employment or falling under any employment policies, unless the site has otherwise employed the student to work in another human service field and unless the director has approved the employment as a means to gain practicum or internship hours.
7. LBC will require that the student submit to the supervision of the college advisor and be responsible to submit to the institutional guidelines of the college syllabus. The student must also cooperate with the field site supervisor to advance to the goals and standards of that human service provider setting. While there is no set amount of time that the student must spend in supervision with field site supervisor, the student must comply with the standards and requirements that the field supervisor sets to ensure the essential quality of the service that the student provides to clientele at that site.
8. The student must present medical records or other documents that give reasonable assurance that the student is free of communicable diseases where that student is required by a given field site to present such records or documents.
9. Students must also present current record of student liability malpractice insurance coverage, unless the site provides liability coverage for the student.
10. The student must complete their practicum, internship, or field service within a calendar year and shall not terminate service to clients until all clients reach closure or are ethically referred to other personnel of that site. If the program is to be extended beyond the projected date, another field studies contract must be completed and signed:

This agreement is accepted and approved by:

Printed Name of Student

Signature of Student

Date

Printed Name of Field Supervisor

Signature of Field Supervisor

Date

Assignment of the Student Advisor and Field Supervisor

A. Criteria for a Field Supervisor

1. Must be willing to administer the standards of the practicum/internship/field services as stated by the standards of the respective syllabi and must uphold all legal codes and ethical standards required by state law and professional associations.
2. Have obtained a Master's degree in a human services field and serve in some official capacity in a human service setting in a manner that would supply the student with ample opportunity to counsel under supervision in the internship and field service setting and observe counseling along with limited counseling opportunity under supervision in the practicum setting. *Supervisors for Internship I & II students are required to be licensed by the state in which the practice is located.*
3. Be amenable to the principles of Christian Counseling and comply with the student's Professor of Practicum/Internship to insure that the standards of the LBC graduate school are maintained while the public counseling center field supervisor is supervising the student.

B. Responsibilities for the Field Supervisor

1. The field supervisor must commit to a semester or academic year in length to supervise the student's practicum or internship and provide the hour requirement for the student to fulfill the standards for both practicum and internship.
2. The field supervisor must meet individually with the student on a regular basis during the course of the practicum or internship.
3. The practicum/internship should provide staff support meetings that meet regularly during the course of the practicum /internship/field services.
4. The field supervisor must provide a minimum of 80 total hours for CPS 601 Counseling Practicum and minimum of 130 total hours each for CPS 601 Counseling Internship I & CPS 602 Counseling Internship II of direct contact through counseling and observation. CPS 601 requires a total 200 hours, and CPS 602 & CPS 603 require a total of 300 hours for each course. Total hours include time that student uses to prepare administrative files for counselees, and the hours also include time spent with the Professor of Practicum/Internship.
5. The field supervisor must provide ongoing student evaluation with a written evaluation at the end of the student's course.
6. The student must have a field supervisor who is approved by the Director of MA programs. If the student would wish to have a field supervisor of their choosing whom the Director has not enlisted, the student must submit the appropriate information in order to have the counseling center approved by the Director.

C. Faculty Advisor/Student Relationship

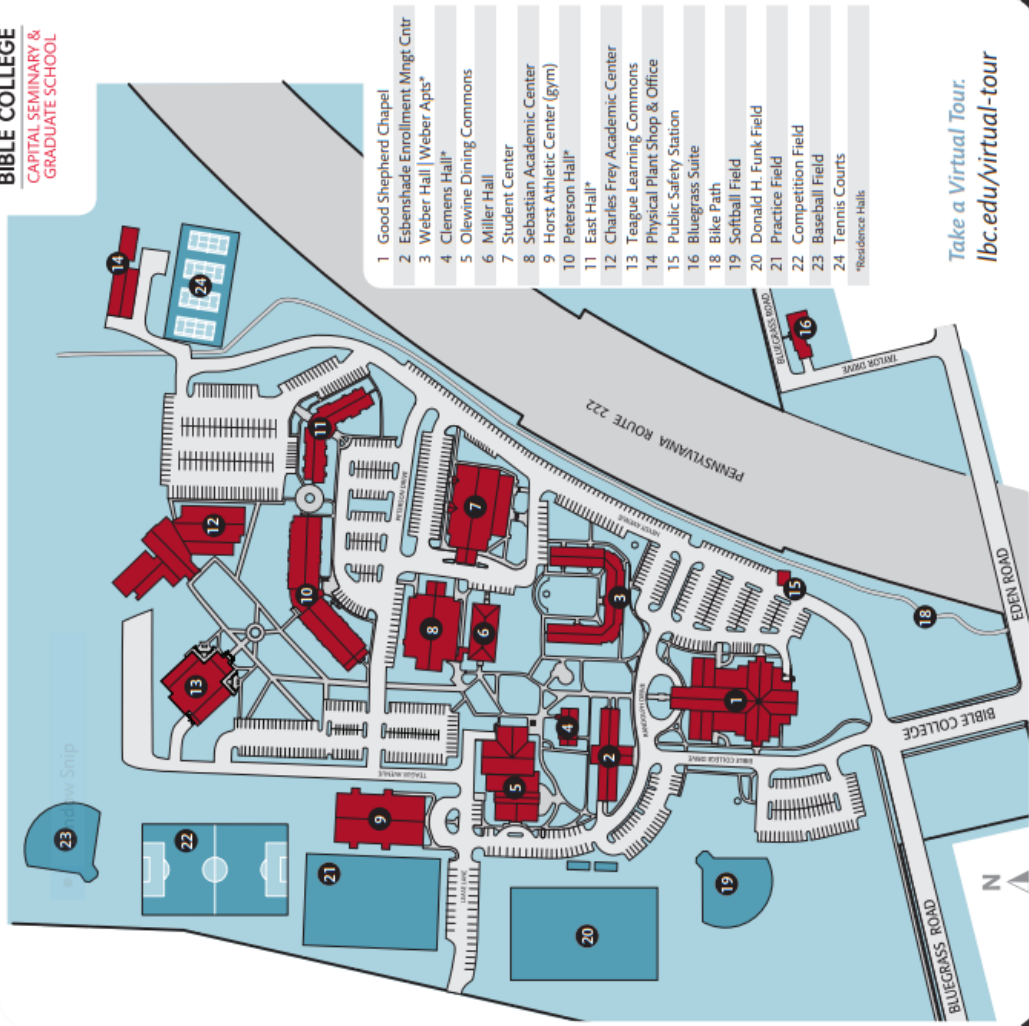
1. The student, in collaboration with the advisor, will seek to obtain a field service site and make arrangements with a clientele or counseling center in order to complete the required hours of counseling activity as delineated in the syllabi for practicum and internship.
 2. The faculty advisor will be one who has significant background and training in the field of the student's program emphasis.
 3. The practicum/internship may be in the public setting or in a Christian counseling center. On-campus practicum will provide student group meetings as well as some counseling observation and will be led by Advisor.
 4. The advisor will be available to meet with the student on an as needed basis.
- D. International students in Practicum and Internship need to process appropriate INS forms and regulations and receive approval to be placed in an off-campus practicum/internship setting.

CAMPUS MAP

discover **OUR CAMPUS**



LANCASTER BIBLE COLLEGE
CAPITAL SEMINARY & GRADUATE SCHOOL



- 1 Good Shepherd Chapel
 - 2 Ebenshade Enrollment Mngt Cntr
 - 3 Weber Hall | Weber Apts*
 - 4 Clemens Hall*
 - 5 Olewine Dining Commons
 - 6 Miller Hall
 - 7 Student Center
 - 8 Sebastian Academic Center
 - 9 Horst Athletic Center (gym)
 - 10 Peterson Hall*
 - 11 East Hall*
 - 12 Charles Frey Academic Center
 - 13 Teague Learning Commons
 - 14 Physical Plant Shop & Office
 - 15 Public Safety Station
 - 16 Bluegrass Suite
 - 18 Bike Path
 - 19 Softball Field
 - 20 Donald H. Funk Field
 - 21 Practice Field
 - 22 Competition Field
 - 23 Baseball Field
 - 24 Tennis Courts
- *Residence Halls

Take a Virtual Tour.
lbc.edu/virtual-tour

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

| OFFICE/AREAS | BUILDING |
|---|----------|
| Solution Center (First stop for Business Office, Financial Aid, & Registrar (560.8254) | 2 |
| Academic Departments | |
| Arts & Sciences (560.8264) | 12 |
| Bible & Theology (560.8262) | 12 |
| Business Administration (560.8234) | 12 |
| Church & Ministry Leadership (560.8251) | 12 |
| Communication & Media Arts (560-8231) | 12 |
| Counseling & Social Work (560.8227) | 12 |
| Education (560.8275) | 12 |
| Health & Physical Education (560.8272) | 12 |
| Music, Worship & Performing Arts (560.8218) | 1 |
| Adult Education (866.275.8720 560.8220) | 12 |
| Admissions (undergraduate)(866.522.4968 560.8271) | 2 |
| Advancement (560.8211) | 1 |
| Alumni Relations (560.8206) | 1 |
| Ally Center (ext. 5389) | 13 |
| Athletics (560.8267) & Fitness Center | 9, 7 |
| Bennee's Bistro (560.8245) | 13 |
| Bookends Bookstore (560.8242) | 6 |
| Capital Seminary & Graduate School (Lancaster) (866.452.2327 or 560.8297) | 12 |
| Charles & Gloria Jones Library (560.8250) | 13 |
| Classrooms: | |
| Good Shepherd Chapel (GSC) 101-105, 201-208 | 1 |
| Frey Center (CFC) 132, 133, 240-242, 243, 344) | 12 |
| Sebastian Academic Center (SAC) 101-111 | 8 |
| Teague Learning Commons (TLC) 302, 304, 308, 310, 509 | 13 |
| Counseling & Career Center-C3 (ext. 5581) | 6 |
| Events/Conferences (560.8219) | 13 |
| Help Desk/Information Systems (ext. 4357) | 2 |
| HR-People & Culture (560.8257) | 12 |
| Physical Plant (560.8248) | 14 |
| President's Office (560.8278) | 2 |
| Public Safety (560.8247) | 7, 15 |
| Student Affairs (traditional undergraduate) (560.8240) | 7 |
| The Stop (copy & mail) (560.8225) | 6 |
| Wellness Center (560.8215) | 6 |