

Lancaster Bible College

Social Work Program

Student Handbook

2020-2021



**LANCASTER
BIBLE COLLEGE**

YOUR JOURNEY. OUR FOCUS.

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Introduction

The Social Work profession has origins in North America in the early twentieth century when the “friendly visitors” assisted with the care of the needy, orphaned, and those impacted by poverty. The efforts of the early advocates for social services often advocated for the local and national changes to policies affecting vulnerable and oppressed populations. Through the efforts of the early pioneers in areas such as child labor, inhumane working conditions, rights of women, injustices perpetrated on minority populations and other such reforms, the profession has grown to be a widely respected field of practice.

Social Work professionals work with a variety of people within many segments of society. They work with individuals across the lifespan, from birth to individuals nearing death. Social workers address concerns across socioeconomic levels. Social workers work with diverse populations, cultures and backgrounds, including those individuals who need assistance from other countries. Social workers practice in various levels of societal life: individuals, families, groups, organizations and communities. Social workers work in almost every community within the United States.

Social Work is a growing and thriving profession that offers a wide variety and availability of occupational choices. The social work profession allows students to fulfill the biblical mandates of Matthew 24 to “care for the poor, the sick, the homeless and the least of these”. According to the most recent publication by the Bureau of Labor Statistics (2018):

Overall employment of social workers is projected to grow 11 percent from 2018 to 2028, much faster than the average for all occupations. Increased demand for healthcare and social services will drive demand for social workers, but growth will vary by specialization.

Employment of child, family, and school social workers is projected to grow 7 percent from 2018 to 2028, faster than the average for all occupations. Child and family social workers will be needed to work with families to strengthen parenting skills, prevent child abuse, and identify alternative homes for children who are unable to live with their biological families. In schools, more social workers will be needed as student enrollments rise. However, employment growth of child, family, and school social workers may be limited by federal, state, and local budget constraints.

Employment of healthcare social workers is projected to grow 17 percent from 2018 to 2028, much faster than the average for all occupations. Healthcare social workers will continue to be needed to help aging populations and their families adjust to new treatments, medications, and lifestyles.

Employment of mental health and substance abuse social workers is projected to grow 18 percent from 2018 to 2028, much faster than the average for all occupations. Employment will grow as more people seek treatment for mental illness and substance abuse. In addition, drug offenders are increasingly being sent

to treatment programs, which are staffed by these social workers, rather than being sent to jail.

Overall, job prospects should be very good, particularly for clinical social workers. The continuing growth of healthcare spending and treatment increases the opportunities for clinical social workers as compared to social workers who do not offer treatment services.

(Bureau of Labor Statistics, <https://www.bls.gov/ooh/community-and-social-service/social-workers.htm#tab-6>, 2020).

The National Association of Social Workers (NASW) has defined the profession as follows:

The primary mission of the social work profession is to enhance human well-being and help meet the basic human needs of all people, with particular attention to the needs and empowerment of people who are vulnerable, oppressed, and living in poverty. A historical and defining feature of social work is the profession's focus on individual well-being in a social context and the well-being of society. Fundamental to social work is attention to the environmental forces that create, contribute to, and address problems of living. (National Association of Social Workers, 2017)

Lancaster Bible College, as well as the Social Work Program, is committed to the following institutional core values: offering a Bible centered education, a quality education, an environment which encourages spiritual life and growth, a ministry and service mindset, a culture that is team-oriented, a campus climate that is family-oriented, and institutional and operational integrity.

Social Work Program Overview

The Lancaster Bible College Social Work Program prepares students to engage in contexts within the broader society in human services as well as in a faith-based context. Students learn a person-in-environment approach to understanding human behavior. This approach drives students to synthesize human well-being at each point along the continuum of the helping relationship. Students use a strengths-based approach to practice with individuals, families, groups, organizations and communities. Lancaster Bible College supports global experiences for all students, requiring each learner to document as part of a graduation requirement a cross-cultural experience. This requirement is separate from the student's field experience provided through the Social Work Program. In addition, the students engage in Christian service opportunities throughout their years of study. Students have traveled to varying locales that encourage experience with diverse populations—both nationally and internationally.

Students in the Social Work Program engage with diversity in every Social Work course with concepts woven throughout the curriculum. Valuing human diversity sets the framework for practice within the social work context. The knowledge that the student receives develops through their research of human behavior. This scientific and methodical approach to understanding the complexities of the human experience is built in an intentional way through the

generalist social work approach that is imbedded in the core Social Work courses. Discussion pertaining to the spiritual realities of the human experience has afforded the community within the Lancaster Bible College Social Work Program to understand many aspects of human justice. Understanding poverty from a context which intersects with faith challenges student's understanding and broadens the reality of the human condition, encouraging students to speak up for human rights in a practice context. Careful attention exposes students to opportunities in which rich dialogue exists to enhance their worldview.

The College has been offering social service courses since 1994. In the fall of 2005, the College began to offer social work courses. In 2012, the Social Work Program submitted initial documentation to pursue Council on Social Work Education accreditation of the BSW Program. This process was a multi-year process with full support from the entire Lancaster Bible College community. The College received Initial Accreditation through CSWE in February 2016. In January 2020, the Program participated in the reaffirmation through CSWE and await final decision in June 2020 from the Council on Accreditation.

This handbook reflects the updated policies, practices, and information that assist students to pursue a Social Work degree at Lancaster Bible College.

Lancaster Bible College Mission and Goals

The mission of Lancaster Bible College is 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 Social Work Program is part of a combined Counseling and Social Work Department. This department encourages students to understand, evaluate, and practice counseling and social work theory and methods from a biblical perspective. The mission of the Counseling and Social Work Department is to educate the whole person from a biblical worldview in knowledge of theory and

practice—synthesizing learning into direct practice. The specific objectives of the Department are as follows:

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

Social Work Program Goals

Specifically, the Social Work Program mission and goals parallel those of the larger department and institution in which the program exists. The mission of the Social Work Program is as follows:

The Lancaster Bible College Social Work Program exists to equip students to serve society and the Church through generalist social work practice, and lay the foundation for graduate studies in the field of Social Work within the context of a biblical worldview.

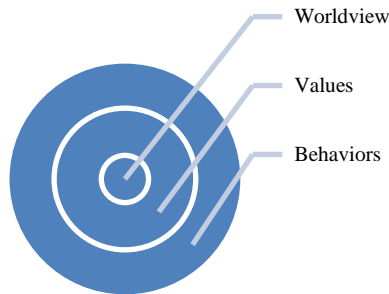
To achieve this mission, the Social Work Program at Lancaster Bible College integrates the purposes and values of the Social Work profession with a biblical worldview, the program's context. The Social Work Program at LBC utilizes the following instruction as outlined in the 2015 Educational Policy and Accreditation Standards from the Council on Social Work Education as foundation to set the course for academic learning for the students:

The purpose of the social work profession is to promote human and community well-being. Guided by a person and environment construct, a global perspective, respect for human diversity, and knowledge based on scientific inquiry, social work's purpose is actualized through its quest for social and economic justice, the prevention of conditions that limit human rights, the elimination of poverty, and the enhancement of the quality of life for all persons. (CSWE, 2015, p.5)

Students at Lancaster Bible College develop a biblical worldview as the contextual framework for service to others within society and the Church. A biblical worldview provides a lens through which the world is interpreted. It informs our understanding, perspective and approach to life, people and problems. A biblical worldview provides a building block for helping in the social sciences. When there are discussions about poverty, helping the widows or orphans or meeting the needs of others, the Bible provides guidance, direction about the value of these pursuits, and the benefit that it has for communities. A biblical worldview focuses on the needs of others and encourages a desire to pursue God, not individual advancement. Sherwood (2002) indicates, "worldviews give faith-based answers to a set of ultimate and grounding questions. Everyone

operates based on some worldview or faith-based understanding of the universe and persons-examined or unexamined, implicit or explicit, simplistic or sophisticated” (p. 9)

The following diagram assists in generally understanding a biblical worldview and the intersection of work with individuals, families, groups, organizations, and communities:



Students receive a variety of learning opportunities to understand how a worldview serves as the foundation for personal reflection, in preparation for a career in Social Work. Lancaster Bible College prepares students to integrate biblical principles of love, care, compassion, service, addressing injustice, mercy, and many other constructs. Students receive instruction on the core values of social work and their synthesis with biblical values. The following serves as one framework used with students:

Core Value of Social Work	Biblical Value from Worldview
Service	Students use the concept of serving one another within the context of family, faith community, and global outreach as the framework for work alongside each other (Ephesians 4:11-13). This service is an act of humility whereby the needs of others are a higher priority than personal advancement (Micah 6:8).
Social Justice	Students are exposed to the importance of defending the rights of the poor and needy as well as developing the value of mercy and justice for those who are oppressed and downtrodden (Proverbs 31:8-9). This value is promoted through advocacy within the Church and society with vulnerable and oppressed people groups.
Dignity and Worth of the Person	Students intentionally develop the value of difference in the context of language that supports the interdependence with and among a larger fellowship of people. As a result, each person has unique value and inherent worth, created for purpose and great potential

	(Jeremiah 29:11; Psalm 139:14). This value runs in the DNA of a biblical worldview.
Importance of Human Relationships	Students develop the value of interactional activities with other humans based on their inherent view that God loves all people and therefore the student is to be present within the context of human relationships, developing depths of relationships and compassion shown to others because we belong to one another (Romans 12: 4-8).
Integrity	Students incorporate honesty and integrity in all the spheres of life, understanding the importance of accountability to one another and God. Students are held to the highest standard of integrity through academic pursuits as well as interpersonal conflicts therefore encouraging students to develop a blameless walk among others (Psalm 15).
Competence	Students develop in areas of personal, physical, emotional, social and spiritual growth through their college experience. Known as a significant time of transition, the mind of the student is challenged in the classroom. Setting with new knowledge, the heart is handled with great care as the student is exposed to the values of the social work profession, and the hands are trained in new skills, as new information engages the total person, thus encouraging the student to be “equipped for every good work” (2 Timothy 3: 16-17).

Students are encouraged to examine their behaviors as they prepare for work with individuals, families, groups, organizations, and communities. The framework of understanding work with other systems is derived from a worldview that promotes certain values. Within the LBC Social Work Program, the context of this evaluation, based on the understanding of the biblical worldview. This worldview promotes discovery for the student solidifying their work with others, exemplified through love, service, care and compassion shown to others within the society and Church, focused on local and global interactions.

The following goals and explanations are specific to the Social Work Program:

Goal 1: Prepare students for generalist practice with individuals, families, groups, organizations and communities

The Social Work Program emphasizes work within the society and Church context. Students interact in various practice settings to engage with others at all levels of society. Therefore, students receive exposure to the generalist practice of social work. Achievement of this goal is demonstrated in activities whereby students are exposed to in their foundational courses such as Cultural Diversity and Social Welfare Policy. Students engage in activities to interact with segments of society in which they typically have not had experience. Students interact with practitioners through their Junior Practicum experiences where they observe conversations about social work values. Students observe interactions of diverse populations within a community setting. These community engagement interactions expose students to various contexts different from their home of origin and challenge the student to interact with and process these experiences. Students are encouraged to participate in community service projects during their foundational years within contexts where the vulnerable and oppressed are served. Students are prepared for their senior field experience through application of the Planned Change Process (Engage, Assess, Plan, Intervene, Terminate and Evaluate and Follow-Up) in the Introduction to Social Work course and then further developed during their Practice Courses (Practice 1: Individuals, Practice 2: Families and Groups, and Practice 3: Communities and Organizations). Students interact with theories of the generalist practice during their two semesters of Human Behavior and the Social Environment.

Goal 2: Develop student understanding of policy and practice, with an emphasis on advocacy which advances human rights

Equipping students for practice in diverse contexts relies on student learning of policy and practice constructs. It is rare that a student who enters the study of Social Work at the bachelors' level understands policy and practice. Students learn policies that shape social services within the United States. Students receive an overview of the principles of American Government and then process the policies that shape the delivery of social work services. Students become engaged in the larger policy discussions when they see the backdrop of policy affecting various client systems. This knowledge is further developed in the Practice courses whereby students are asked to critically evaluate policies impacting the delivery of service to client systems. From a macro perspective, students in Practice 3: Communities and Organizations can synthesize the broader policy impacts on communities and organizations through their Community and Organizational Analysis projects. Through these various activities, students can develop their advocacy skills, focusing on human injustice that they experience through their Field Internship.

Goal 3: Prepare students for culturally relevant and competent practice with diverse populations, valuing human relationships in every context

It is imperative that students can interact with one another and celebrate the diversity that exists throughout the world. The value of culturally-relevant practice preparation is woven throughout all the courses of the LBC curriculum. However, Cultural Diversity, a foundational social work course, is designed to encourage the students to delve deeper into the dialogue of culture. Through in-class discussion and activities, intentional engagement within the community and assignments, students begin to recognize the value of culture in their practice. They are exposed to the many “-isms” that exist in the human experience and learn how to advocate against them. Throughout other courses students are exposed to the value of culturally competent practice

considerations. They can examine their life and experiences and strengthen the value of all human relationships. Students are required to examine cultural factors in many aspects through various assignments across the social work curriculum.

Goal 4: Recognize the value of self-awareness opportunities in the classroom, in the community and other interpersonal relationships, instilling in the students a desire to value human relationships in every context

The Social Work Program desires to steward the lives of the students affiliated with the Program. Equipping of the students is crucial to the impact within the community and the world. The Social Work Program provides opportunities to process life and experiences within the classroom, the community, and other interpersonal relationships. This process serves as a parallel to the work with individuals, families, groups, organizations and communities. As students begin to understand the Planned Change Process and work through this process in their preliminary activities with client systems, students must experience a safe environment in which to process these experiences. The small classroom size for the Practice classes affords these opportunities. The classes are skills-based, allowing the students to learn a practice concept, experience the delivery of such concept in small groups or dyads and then utilize the skill in the classroom setting. Throughout this process, regular peer and instructor led feedback serve to solidify practice.

Goal 5: Prepare students to engage in lifelong learning and professional development through research informed practice and practice informed research

The Social Work Program relies on a framework of generalist practice intended to develop a desire for students to be lifelong learners. Students learn the core principles of the social work profession. They are introduced to the many fields of social work practice within a local and global context. During the Introduction to Social Work course, students first learn of the varied practice settings for a social worker. They use this information to inquire further about areas to study and possible practice in the future. Students learn about the value of social work research in the Human Behavior and the Social Environment courses and then in the Research Design course students act on this foundation. Students learn the various perspectives that influence social work delivery. They then interact with the perspectives, synthesizing the information in projects that highlight the research that has influenced the social work profession. During the Practice classes, students read articles based on solid social work research and use this information to inform their practice. Students often do not see that research in the organizational and community context, grounded in research from practitioners involved in micro practice. Making these connections for the student affords rich conversations and heightened excitement for their launch into an organizational context.

Goal 6: Interpret social work knowledge, values and skills through a biblical worldview

The context of the Social Work Program at Lancaster Bible College assumes the student will develop an outward focus of service to others based on the biblical worldview. Students begin their academic pursuits with a lens from which they view human functioning. In every academic setting, students develop their worldview in deep and complex ways. The influence of the

classroom experience, the instruction by the classroom professor, the reading of the classroom texts, the influence of other peers and mentors, as well as field experience within the context of social work are some of the areas of impact on student learning. For the student at Lancaster Bible College, they are first introduced to the concept of a biblical worldview in the required LBC 100 course entitled Foundation Seminar. Students interact with biblical constructs and are encouraged to reflect on how the worldview enhances further study within their program of concentration.

Through the student's study of Social Work, the development of a biblical worldview has a social work reference. In every course within the social work program, students are required to demonstrate that their understanding of a biblical worldview is expanding and being incorporated into a way of perceiving the world. In the Introduction to Social Work course, students learn the core values of the Social Work profession and then critically evaluate a biblical approach to helping others. Students quickly conclude that the biblical worldview is aligned with the practice of social work, thus exposing them to the reality of helping others. Students see the realities of discrimination and oppression within the context of the Cultural Diversity class. They understand the basis of prejudice and oppressive thought considering teachings and lessons learned through principles outlined in the Bible as processed in the classroom. Students wrestle with how individuals who have a narrow understanding of religion have used their beliefs to persecute others. This awakens in the student a desire to understand how their worldview creates a value base for them, which then can manifest into specific behaviors. Students interact with this conflict of faith and values helping them delve deeper in their pursuit of understanding a biblical worldview.

The strengths-based perspective is woven throughout the social work program curriculum, believed to be directly supportive of a biblical worldview. Students learn early on how this perspective influences the work of a social worker, noting this in the Introduction to Social Work class. They are provided with opportunities to interact with examples that are relevant to social work practice with individuals, families, groups, organizations and communities. Students are required to interact with the strengths-based perspective in application to real life situations from the instructor's practice experience in many of the social work classes and developed further in the Junior Practicums and Field Internship experience. Students further develop the knowledge of the strengths-perspective in their three practice courses during their junior and senior years. As students begin their Junior Practicum (60 hours during their junior year) they are required to document strengths of one another during in-class discussions which then get translated to the identification of strengths within the practice context. This work prepares students for a positive experience in their Field Internship occurring during the student's senior year. Through some of these intentional activities, the student interacts with the strengths-based perspective and their developing biblical worldview through intentional interactive experiences, thus developing the student in ways that will enhance service to society and the Church.

Additionally, the NASW Code of Ethics serves as a guide document for the education of students, discussed in many social work courses. The full code is found at <https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English>

Generalist Social Work Practice

The Lancaster Bible College Social Work Program supports and teaches Generalist Practice across the spectrum of the course selection. Generalist social work practice has been defined by the Council on Social Work Education (CSWE) in the following manner:

Generalist practice is grounded in the liberal arts and the person-in-environment framework. To promote human and social well-being, generalist practitioners use a range of prevention and intervention methods in their practice with diverse individuals, families, groups, organizations, and communities based on scientific inquiry and best practices. The generalist practitioner identifies with the social work profession and applies ethical principles and critical thinking in practice at the micro, mezzo, and macro levels. Generalist practitioners engage diversity in their practice and advocate for human rights and social and economic justice. They recognize, support, and build on the strengths and resiliency of all human beings. They engage in research-informed practice and are proactive in responding to the impact of context on professional practice (CSWE, 2015, p. 11).

Strengths-Based Distinctive

In addition, the Social Work Program values the Strengths-Based perspective, developed and communicated by Saleebey (2002):

1. Every individual, group, family, and community have strengths.
2. Trauma and abuse, illness, and struggle may be injurious, but they may also be sources of challenge and opportunity.
3. Assume that you do not know the upper limits of the capacity to grow and change and take individual, group, and community aspirations seriously.
4. We best serve clients by collaborating with them.
5. Every environment is full of resources.
6. The context of caring and caregiving supports strengths and solution-finding.

LBC Statement of Faith

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

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

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

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

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

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

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

THE CHURCH. We believe the Church universal began at Pentecost with the baptism of the Holy Spirit and consists of all those who believe on the Lord Jesus Christ. Christ is the Head of the Church, called His Body. The local church is a body of believers in Christ who are joined

together under scriptural leadership for the worship of God, for edification through the Word of God, for prayer, for fellowship, for the proclamation of the Gospel, and for observance of the ordinances of baptism and the Lord's Supper. Matthew 16:16–18; Acts 1:4-5; 2:42–47; 11:15-16; Romans 12:5; Ephesians 1:20–23; Philippians 1:1; 1 Corinthians 12:13; 1 Timothy 3:15.

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

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

Unique Features of the LBC Social Work Program

The Social Work Program encourages students to evaluate their ability to serve the broader society through the experiences afforded them inside as well as outside of the classroom. Each student is required to complete 42 credits in Bible, 1 credit LBC Foundations Seminar, 37 credits in Arts and Sciences, and 51 credits in Social Work. The Social Work student will graduate with a total number of 131 credits. In addition to these requirements, each student is required to document Christian service activities (CSV 200 and CSV 201) during their studies as well as document a cross-cultural experience (SWK 400) that could be locally, nationally, or internationally.

The current structure of the Social Work Program allows the students to be introduced to the generalist practice components at the beginning of their studies and then is built with depth through the rest of the social work courses. The first two years are considered the foundational years. The last two years are considered the practice years, whereby the students engage in the community with individuals, families, groups, communities and organizations. Students receive the knowledge of social work during their foundational years and practice the skills associated with social work practice the last two years of study. Embedded throughout the four years are the values inherent in social work education. While this is a way of conceptualizing the flow of the Social Work Program curriculum, this can also be described as a fluid process whereby knowledge, values and skills are a part of each course selection. Attention is given to the student developing critical thinking skills throughout the flow of the curriculum. Critical thinking experiences, provided to the student in the classroom as well as through the student learning outcomes for each course, are continually assessed by the Social Work Program through advisement and other social interactions.

The mission of the LBC Social Work Program has several unique qualifiers necessitating a response through the development of goals and objectives. The qualifiers are as follows:

- **Equip students**—Students are engaged at all levels of academic inquiry to be thoroughly equipped to practice with individuals, families, groups, organizations and communities.

The education that a student receives at LBC engages the head, the heart and the hands. Students are equipped with the knowledge necessary for understanding key elements of the field, compassion for those underserved and in need of service and the practice of service to others. This is in line with the knowledge, values and skills of the social work profession.

- **Serve society and the Church**--It is the intent of the education at LBC for the student to be engaged in local and global service. Society encompasses all levels of human interaction from the micro level to the macro level. The Church is the conduit for the student to develop their biblical worldview providing opportunities for human interaction and connection for the student.
- **Utilization of generalist social work practice**--The mission is achieved when the student receives a thorough foundation for work within the various practice contexts in social work. Students are encouraged to participate in electives and other course offerings that can assist in the development of critical thinking; however, the crux of the social work program promotes generalist practice which assists students to work with a wide range of systems and settings.
- **Lay the foundation for graduate studies in Social Work**—The Social Work Program supports students receiving foundational education preparing them to enter a graduate program of Social Work, further extending their expertise to serve within society and the Church on both local and global levels.
- **Biblical worldview as the program context**—the unique characteristic of the LBC Social Work Program is the context in which the program exists in the larger institutional setting. All students served by Lancaster Bible College are provided opportunities to dialogue and develop a biblical worldview within their program of study. For the social work student, this worldview is synthesized with the core values of the social work profession.

The core competencies are woven throughout the content of the program and documented on each syllabus for the core social work courses. Due to the nature of the course requirements for a student at Lancaster Bible College, several of the core competencies are also developed through the content of the Bible or Arts/Sciences requirements. We believe this is a positive distinction in the program whereby the student is exposed to social work principles throughout many of their courses at Lancaster Bible College.

Social Work Program Student Learning Outcomes

Lancaster Bible College has an integrated system in which to ensure the measurement of student learning outcomes. The College has developed an Institutional Effectiveness department, ensuring the College is meeting all standards which flow from the institution's vision, mission and purpose. There is an intentional process within each program of study and department to identify the specific Student Learning Outcomes (S.L.O.s) for each syllabus. The identified S.L.O.s are measured through the class assignments and activities as well as the teaching delivery in each course. Each syllabus for the Social Work Program contains specific Student Learning Outcomes as well as a mapping of the S.L.O.s for the specific outcome measurement for each course. The specific social work competencies have been added to the syllabi for the Social Work Program to serve as reference as well.

Each syllabus must be mapped according to these standards with the requisite language for the Student Learning Outcomes that are also documented in language that is in line with Bloom's Taxonomy with measurable language. The language in the institution's objectives is used to develop the Social Work Program objectives.

Social Work Core Competencies and Behaviors

The following 10 core competencies and behaviors (adopted from the Council on Social Work Education, 2015) are woven throughout the content of the program and documented on each syllabus for the core social work courses.

1. Demonstrate Ethical and Professional Behaviors

- 1A. Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context.
- 1B. Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.
- 1C. Demonstrate professional demeanor in behavior; appearance; oral, written, and electronic communication.
- 1D. Use technology ethically and appropriately to facilitate practice outcomes.
- 1E. Use supervision and consultation to guide professional judgment and behavior.

2. Engage Diversity and Difference in Practice

- 2A. Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels.
- 2B. Present themselves as learners and engage clients and constituencies as experts of their own experiences.
- 2C. Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

3. Advance Human Rights and Social, Economic, and Environmental Justice

- 3A. Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels.
- 3B. Engage in practices that advance social, economic, and environmental justice.

4. Engage in Practice-informed Research and Research-informed Practice

- 4A. Use practice experience and theory to inform scientific inquiry and research.
- 4B. Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings.
- 4C. Use and translate research evidence to inform and improve practice, policy, and service delivery.

5. Engage in Policy Practice

- 5A. Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services.
- 5B. Assess how social welfare and economic policies impact the delivery of and access to social services.

- 5C. Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.
- 6. Engage with Individuals, Families, Groups, Organizations, and communities**
- 6A. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.
 - 6B. Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.
- 7. Assess Individuals, Families, Groups, Organizations, and Communities**
- 7A. Collect and organize data and apply critical thinking to interpret information from clients and constituencies.
 - 7B. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies.
 - 7C. Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies.
 - 7D. Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.
- 8. Intervene with Individuals, Families, Groups, Organizations, and Communities**
- 8A. Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies.
 - 8B. Apply knowledge of human behavior and the social environment, person-in-environment and other multidisciplinary theoretical frameworks in interventions with clients and constituencies.
 - 8C. Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes.
 - 8D. Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies.
 - 8E. Facilitate effective transitions and endings that advance mutually agreed-on goals.
- 9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities**
- 9A. Select and use appropriate methods for evaluation of outcomes.
 - 9B. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes.
 - 9C. Critically analyze, monitor, and evaluate intervention and program processes and outcomes.
 - 9D. Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels
- 10. Synthesize Social Work Values and One's Biblical Worldview when Working with Individuals, Families, Groups, Organizations, and Communities**
- 10A. Identify personal values and behaviors that emerge from a biblical worldview
 - 10B. Demonstrate behaviors that are aligned with a biblical worldview

- 10C. Articulate how the spiritual dimensions is an integral part of the whole person

Social Work Program Goals, Objectives and Coursework

From the Social Work Program mission statement flow the Program Goals and Objectives which then serve as the foundation for course development. The specific Social Work Program Goals and Objectives and the relating courses will be addressed.

Goal 1: Prepare students for generalist practice with individuals, families, groups, organizations and communities

- Objective 1: Demonstrate skills, competencies and a missional mind-set requisite for effectiveness in Social Work.
- Objective 2: Demonstrate critical thinking skills and proficiency in acquiring, evaluating, communicating and applying information.
- Objective 3: Demonstrate an understanding and application of the knowledge and skills necessary for professional Christian ministry.

Courses identified where the objectives could be measured:

Introduction to Social Work
 Cultural Diversity
 Social Welfare Policy
 Human Behavior and the Social Environment I
 Human Behavior and the Social Environment II
 SWK Practice with Individuals
 SWK Practice with Families and Groups
 SWK Practice with Organizations and Communities
 Social Work and Child Welfare
 Social Work and Human Trafficking
 Social Work and Mental Health
 Social Work and Addictions
 Social Work and Disabilities Studies
 Social Work with Older Adults
 Congregational Social Work
 Trauma Informed Care for the Helping Profession
 Research Design
 Junior Practicum
 Inter-professional Collaboration
 Field Seminar and Internship I
 Field Seminar and Internship II

Goal 2: Develop student understanding of policy and practice, with an emphasis on advocacy which advances human rights

- Objective 1: Individually or as a member of a group, uses information effectively to accomplish human rights advocacy.
- Objective 2: Acquire and critically analyze and evaluate written, oral and visual communication relating to social work policy and practice.

Courses identified where the objectives could be measured:

Introduction to Social Work
 Social Welfare Policy
 SWK Practice with Individuals
 SWK Practice with Families and Groups
 SWK Practice with Organizations and Communities
 Junior Practicum
 Inter-professional Collaboration
 Field Seminar and Internship I
 Field Seminar and Internship II

Goal 3: Prepare students for culturally relevant and competent practice with diverse populations, valuing human relationships in every context.

- Objective 1: Develop an understanding and appreciation of, and compassion toward, cultures of the world.
- Objective 2: Critique diverse cultures in light of a biblical worldview.
- Objective 3: Appraise various cultural contributions of art, music, literature and other humanities to the shaping of human value.

Courses identified where the objectives could be measured:

Introduction to Social Work
 Cultural Diversity
 Social Work and Child Welfare
 Social Work and Addictions
 Social Work and Human Trafficking
 Social Work and Mental Health
 Social Work and Disabilities Studies
 Social Work with Older Adults
 Congregational Social Work
 Trauma Informed Care for the Helping Profession
 SWK Practice with Individuals
 SWK Practice with Families and Groups
 SWK Practice with Organizations and Communities
 Human Behavior and the Social Environment I
 Human Behavior and the Social Environment II
 Junior Practicum
 Inter-professional Collaboration
 Field Seminar and Internship I

Field Seminar and Internship II

Goal 4: Recognize the value of self-awareness opportunities in the classroom, in the community and other interpersonal relationships, instilling in the students a desire to value human relationships in every context.

- Objective 1: Impact the Christian community and the world through attitudes of servant-hood and humility.
- Objective 2: 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.
- Objective 3: Apply stewardship principles that glorify God through managing one's well-being and resources.

Courses identified where the objectives could be measured:

Introduction to Social Work
Cultural Diversity
Social Work and Child Welfare
Social Work and Addictions
Social Work and Human Trafficking
Social Work and Mental Health
Social Work and Disabilities Studies
Social Work with Older Adults
Congregational Social Work
Trauma Informed Care for the Helping Profession
SWK Practice with Individuals
SWK Practice with Families and Groups
SWK Practice with Organizations and Communities
Junior Practicum
Inter-professional Collaboration
Field Seminar and Internship I
Field Seminar and Internship II

Goal 5: Prepare students to engage in lifelong learning and professional development through research informed practice and practice informed research

- Objective 1: Research, articulate and evaluate from a biblical world view, relevant principles and concepts in Social Work.
- Objective 2: Evaluates information and its sources critically and incorporates selected information into his or her knowledge base and value system.
- Objective 3: Incorporate a technological awareness to facilitate lifelong learning and communication.

Courses identified where the objectives could be measured:

Research Design

Social Welfare Policy
SWK Practice with Individuals
SWK Practice with Families and Groups
SWK Practice with Organizations and Communities
Human Behavior and the Social Environment I
Human Behavior and the Social Environment II
Junior Practicum
Inter-professional Collaboration
Field Seminar and Internship I
Field Seminar and Internship II

Goal 6: Interpret social work knowledge, values and skills through a biblical worldview

- Objective 1: Demonstrate proficiency in knowing, interpreting, integrating and applying the Scriptures.
- Objective 2: Appraise differing biblical, theological, cultural, and historical views which impact human value.
- Objective 3: Formulate a biblical worldview demonstrated in life and ministry.

Courses identified where the objectives could be measured:

Introduction to Social Work
Cultural Diversity
Human Behavior and the Social Environment I
Human Behavior and the Social Environment II
Social Work and Child Welfare
Social Work and Addictions
Social Work and Human Trafficking
Social Work and Mental Health
Social Work and Disabilities Studies
Social Work with Older Adults
Congregational Social Work
Trauma Informed Care for the Helping Profession
SWK Practice with Individuals
SWK Practice with Families and Groups
SWK Practice with Organizations and Communities
Junior Practicum
Inter-professional Collaboration
Field Seminar and Internship I
Field Seminar and Internship II

Social Work Program Structure

Lancaster Bible College is accredited through the Middle States Commission on Higher Education as a Bible College. In addition, the institution is accredited through the Association for

Biblical Higher Education. Each student who attends Lancaster Bible College fulfills specific credit requirements in the following manner: 42 credits in Bible/Theology, 1 credit Foundations Seminar, 37 credits in Arts/Sciences, and 51 credits in Social Work.

The Social Work Program is organized in a linear fashion in line with the development of core foundational knowledge for the student progressing to practice courses. During the first two years, the students will complete the 4 foundational courses (Introduction to Social Work, Professional Writing for the Helping Professions, Social Welfare Policy, and Human Behavior and the Social Environment I) which are the required courses to gain entrance into the Social Work Program. Additionally, they will take the Cultural Diversity class. Beginning the junior year, students complete Human Behavior and the Social Environment II course and enter the Practice Courses which include the Junior Practicum and Senior Field Seminar and Internship courses.

Each student is required to participate in Christian Service within the community during their second year of study. The stated purpose is to provide a hands-on missional experience in serving in a local ministry. Social Work students are encouraged to serve a population that they may be interested in serving during their Junior Practicum or their senior Field Internship. By the end of the experience students should be able to understand and practice servant leadership skills within a ministry setting, discover and develop individual strengths and weaknesses, develop skills for sharing their faith journey, demonstrate faithfulness, cooperation, and teamwork by working with others, and demonstrate communication and accountability through relationships within a ministry setting. The two semesters that a student will serve in the community will prepare them to launch into the Junior Practicum experience.

Each student at LBC is also required to participate in a cross-cultural ministry experience (SWK 400). The intent of this cross-cultural experience is to ensure that each student has a life experience that is designed to challenge and broaden the worldview of the student by placing him/her in a context that contrasts with his/her native culture. The objectives of the cross-cultural experience are as follows:

- Define personal worldview in contrast to that of another culture;
- Identify the emotional, physical and spiritual challenge of cultural adjustment;
- Critique the relevancy and application of biblical truth within another culture;
- Enumerate the characteristics and uniqueness of interpersonal relationships within another culture;
- List possible career options for the student's major field of study, in a cross-cultural context.

Every year, Lancaster Bible College provides specific opportunities for students to become involved in cross-cultural experiences worldwide. In the past several years, the following locations had an LBC student and staff/faculty presence, providing an array of service opportunities: Brazil, Philippines, Macedonia, Zimbabwe, Nigeria, Germany, Dominican Republic, Costa Rica, India, Ireland, South Africa, Lebanon, Japan and Southwest USA. During this last year, due to COVID-19, students were unable to travel internationally which required the institution to waive this requirement for students.

In addition, a unique characteristic of the Lancaster Bible College curriculum is a requirement for each student to have at least one course considered a Writing Intensive course. The social work program has developed a writing intensive course called “Professional Writing for the Helping Professions” that fulfills this requirement. Each student has contact hours with the instructor who guides the student’s progress in advanced research skills of the field of study and professional writing expectations.

The Curriculum sheet for the Class of 2023 and following which will be in effect in Fall 2020 is on the next page.

Freshman Year			
LBC 100: Foundation Seminar	1	BIB 105: Biblical Hermeneutics	3
THE 105: Prelude to Biblical and Theological Studies	3	LIT Core (100-200 Level)	3
LAN 101: College Composition & Research	3	POL 202: American Government	3
LAN 104: Public Speaking	3	SOC 203: Principles of Sociology	3
SOC 101: General Psychology	3	HUM 204: Cultural Diversity	3
SWK 102: Introduction to Social Work	3	SWK 265: Professional Writing for the Helping Professions (WI)	3
Total Credits	16	Total Credits	18
Sophomore Year			
CSV 201: Christian Service 1	0	CSV 202: Christian Service 2	0
BIB 103: OT 1: Creation and Covenants	3	BIB 104: OT 2: Israel's Life & Literature	3
THE 223: Christian Narrative I	3	THE 202: Theology of Political Engagement	3
SCI 101: General Biology	3	MAT 216: Statistics for the Social Sciences	3
SCI 101L: General Biology Lab	1	SWK 202: Social Welfare Policy	3
HIS Core (100-200 Level)	3	SWK Program Elective	3
SWK 206: Human Behavior & the Social Environment 1: Theories	3	SWK Program Elective	3
Total Credits	16	Total Credits	18
Junior Year			
BIB 203: NT I: Life of Christ	3	BIB 204: NT II: Early Church: NT II	3
THE 224: Christian Narrative 2	3	BOT: Old Testament Elective	3
___: Arts & Sciences Elective (300 level)	3	A&S Elective (400 Level)	3
SWK 307: Human Behavior & the Social Environment 2	3	SWK Program Elective	3
SWK 302: Practice I: Individuals	3	SWK 303: Practice II: Families and Groups	3
SWK 360: SWK Practicum I (30 hours)	1	SWK 361: SWK Practicum II (30 hours)	1
Total Credits	16	Total Credits	16
Senior Year			
BNT: Bible NT Exegetical Elective	3	BIB/THE Focused Elective	3
THE 320: Christianity & Culture	3	BIB/THE Focused Elective	3
SWK 410: Research Design	3	SWK 401: SWK Practice III: Org & Comm.	3
SWK 460: Field Seminar class	3	SWK 461: Field Seminar II	3
SWK 460F: Field Internship I (210 hours)	3	SWK 461F: Field Internship	3
SWK 400: Cross-Cultural Experience	0	SWK 485: Inter-professional Collaboration	1
Total Credits	15	Total Credits	16
		Total Credits	131
Current SWK Electives (Choose any 3)			
SWK 212: Social Work and Child Welfare	3	SWK 218: Social Work and Disabilities Studies	3
SWK 213: Social Work and Addictions	3	SWK 220: Trauma Informed Care	3
SWK 214: Social Work and Human Trafficking	3	SWK 222: Congregational Social Work	3
SWK 216: Social Work with Older Adults	3	SWK 320: Social Work and Mental Health	3

Social Work Program Rationale for Curriculum Requirements

The Social Work Program is designed to maximize student success and prepare the student for advanced study at the graduate level. The Senior Year is intended to provide the student with extensive preparation and practice in the field of Social Work through the Internship experience. As a result, the Social Work Program has constructed the curriculum flow to support the social work student's availability to concentrate in this field experience during their Senior Year. To support this, the social work student will have limited ability to sway from the course flow, especially once a student is accepted into the Practice component of the studies.

During the student's first 2 years, concentration on core knowledge courses, many of which are pre-requisite courses for advanced courses, will be the focus. Students should have completed 68 credit hours (18 credits in Bible/Theology, 31 credits in Arts and Sciences, and 18 credits in Social Work). The Social Work Program has identified the following courses as required within the Arts and Sciences concentration: General Psychology, Principles of Sociology, American Government and General Biology with a 1 credit lab (Science elective). The student will also need to complete MAT 216: Statistics for the Social Sciences during their first 3 years of study to advance to the required Research Design course offered in the last year. Effort is taken to cluster courses in the Senior Year on Tuesdays and Thursdays or evening/online sections to complete the internship hours required in their field placement setting on Mondays, Wednesdays, and Fridays. Students may consider taking courses during the summer or during winter breaks to plan for their internship semesters.

The Social Work Program is well established within the context of the larger institution. The institutional core values are directly in line with the core values of the Social Work profession which complements the instructional format for the Social Work coursework. The following rationale will aid in illuminating the connection the Social Work Program has to the larger institutional direction.

The Social Work Program exists in the context of an institution of Biblical Higher Education. This is the unique context from which the students entering the college will respond. It is the commitment of the larger institution to the development of programs that support the strengthening of this commitment. The Social Work Program advances this directive. Through achieving accreditation with CSWE, the Social Work Program advances the second alignment with the institution's core values: Quality Education and Operation. There has been significant attention, finances, and resources given to the development of a quality Social Work Program that meets national standards and is operated effectively and efficiently.

The Social Work Program encourages the spiritual growth of the students. The faculty within the Program supports the development of the whole student: mind, body, and spirit. This environment of caring is the fabric in which all the social work courses are delivered. This can be seen through the quality advising within the Program and the personal connection of the faculty with the students. This personal connection aids in the placement of the students in individualized and specific field contexts. While the term "ministry" is relegated to a Church context, within the Social Work Program the term "service" is communicated. True to the

mission of the Program, it is the intent of the Social Work program to equip students for service within the Church and the broader society. Students will develop the flexibility to work in both spheres.

One of the greatest assets of the Social Work Program is the cohesion of the faculty and connection to the larger institutional entities. This culture of cooperation assists in meeting program goals and objectives for a successful educational experience. As a result, student learning is supported when the culture of cooperation is evidenced. Using a strengths-based approach with one another, the environmental backdrop in which the Program exists is one of great positivity. The students are the benefactors of this team approach. Furthering this idea is the belief that the campus climate should be one that is family oriented. All students, staff, and faculty are valuable contributors to the community. The picture of a family as a supportive resource for the students is something that is freely communicated. No student should experience isolation without access to a wealth of resources within the Program and larger LBC institution.

Woven throughout the fabric of the Social Work Program is the highest standard of integrity. In line with the core value of Social Work, integrity is emphasized within the classroom and community, especially for the Junior Practicum and field experiences. Honesty and integrity in all relationships is highly valued at all levels of Lancaster Bible College. All these values serve to set the foundation for the unique curricular design for the Program.

The Social Work Program continuously evaluates the curriculum delivery format. Courses have been strategically mapped to cover the 10 core competencies that have been adopted by the Program. The Field Instruction incorporates a structured field seminar class for students who have completed the Practice I (Individuals) and Practice II (Families and Groups) courses in their Junior Year. To strengthen the student's preparation for this intensive Field Internship, the Program has incorporated two Junior Practicum experiences in the Junior year, just prior to the senior Field Internship. Practicum locations are set in social service organizations that are willing to provide the students with a 30 hour/semester shadowing experience. The students are evaluated on their level of engagement in the shadow experience by the supervisor of the Practicum. Therefore, when the students enter their Field Internship class in their Senior Year, attempts have been made to align the student's course work to allow the students with the ability to have concentrated time in the Field setting to complete, at a minimum, 210 hours in the Fall and 210 hours in the Spring.

Social Work Program Course Descriptions

The Social Work Program is intended for students who want to prepare for a career of Christian service as a professional social worker. The social work major consists of 13 core courses (36 semester hours), three 1-credit courses of service learning, and three elective courses (9 credits). The courses, and electives, in the major are:

SWK 102: Introduction to Social Work (Fall and Spring)

This course will provide the student with an overview of the field and profession of social work. It will explore the purpose, function, core values, and knowledge base unique to social work, including a survey of social work history, methods, and fields of practice. Students will develop

an understanding of the social work profession with emphasis on generalist practice with individuals, families, groups, organizations and communities. The course will highlight issues of discrimination, marginalization and abuse of vulnerable populations and address how the profession advocates on behalf of these groups. Students will be challenged to develop an integrative biblical approach to the field of social work. (3 credits)

SWK 202: Social Welfare Policy (Spring)

This course is an overview of social policy development and evaluation. Students will be challenged to analyze policy from an agency standpoint as well as on the local and national levels. They will develop a better understanding of the legislative process as it applies to the development of social policy. In addition, they will explore the process of policy formation and the influence of historical context and societal values. Special attention will be placed on activism and advocacy and the role of the Christian social worker. (3 credits)

SWK/HUM 204: Cultural Diversity (Fall and Spring)

This course is designed to expand knowledge, awareness, and skills that will enable the social work student to interact successfully and respectfully with people of different backgrounds, viewpoints, and values. Students will be exposed to the need for a culturally sensitive perspective to social service delivery and explore intervention differences based on culture, race, ethnicity and socioeconomic status. They will analyze perspectives on culture, race and ethnicity as they apply to a diverse group of clients in the United States. The course will focus on people from oppressed or disadvantaged minority groups and recognize the role and influence of the majority culture on these groups. Attention will be given to recognizing the particular strengths and vulnerabilities of populations viewed as minorities. This class is designed to challenge the social work student to identify personal beliefs and biases which would prove detrimental in their work with people from groups different than their own. (3 credits)

SWK 206: Human Behavior and the Social Environment I (Fall and Spring)

This course will examine human behavior within the context of the larger collective system of social environment. Students will acquire the knowledge and skills for generalist practice including effective assessment, intervention and prevention methods. Utilizing a systems approach, students will recognize the biological, psychological, socio-cultural, and religious elements which impact human development throughout the life cycle. (3 credits)

SWK 212: Social Work and Child Welfare (Spring Elective, every even year)

This course will provide the student with an overview of the child welfare field to include an overview of practice and system considerations, definitions, law and policy, safety and risk assessment, referral, investigation, family preservation work, family service planning, court interventions, out-of-home placement considerations, adoption and permanency outcomes, and use of informal community resources in service delivery. Students will interact with case dynamics and develop critical thinking strategies to assist children and families achieve their goals while respecting the unique diversity of each individual and family unit. A biblical worldview in work with children and youth will be imbedded throughout the course in order to assist the student develop a heart for this vulnerable population. (3 credits)

SWK 213: Social Work and Addictions (Fall Elective, every even year)

This course provides the student with an introduction to addiction, addiction treatment and understanding of the impact of addiction on the practice of social work. The student will explore current understanding of the prevention of substance abuse/dependence, aspects of food compulsions, sexual addictions, gambling, and relationship addictions. Attention will be given to components of comprehensive treatment to include a biblical approach to understanding recovery. The person-in-environment perspective will be emphasized in understanding the impact of addiction work within a social work context. From a strength's perspective, biological, psychological, social, and spiritual factors will be considered as they relate to addiction related issues. (3 credits)

SWK 214: Social Work and Human Trafficking (Fall Elective, every even year)

This course is designed to help students to expand knowledge and awareness of contemporary human trafficking and modern day slavery, both domestically and globally. Topics of discussion include historical perspectives of slavery, various forms and causes of human trafficking, psychological impact of human trafficking, resources for victims, policies and programs for addressing this social ill. The student will cultivate a biblical response to human trafficking in order to form a compassionate response. (3 credits)

SWK 216: Social Work with Older Adults (Fall Elective, every odd year)

This course is designed to help students expand their knowledge and awareness of contemporary issues relating to the aging population. Topics of discussion include the context of social work practice with older adults, conducting biopsychosocial-spiritual assessments, interventions, abuse and neglect, spirituality factors, work with support systems, aging-in-place models and end of life concerns. The student will cultivate a biblical perspective to social work with the aging population in order to form a compassionate response. (3 credits)

SWK 218: Social Work and Disabilities Studies (Spring Elective, every odd year)

This course will be taught from a social work perspective, enhancing approaches to work directly with individuals with disabilities. Reflecting on the historical perspective of disability services within the US, students will develop knowledge and competency in providing direct care to the disability population. Emphasizing advocacy and social justice for those who experience a disability will prepare the student to engage in both career and ministry opportunities. Students will be encouraged to reflect on their own assumptions of disability, applying a biblical approach to their understanding. 3 credits

SWK 220: Trauma Informed Care for the Helping Profession (Fall Elective, every odd year)

Using a person-in-environment and strengths perspective, this course will introduce students to the impact of trauma on work with individuals, groups, families, organizations, and communities. Developing a trauma-informed perspective assists client systems in their healing, encouraging the evaluation of life experiences to achieve stability. Personal reflection will be encouraged with emphasis on the development of a personal position on self-care and trauma-informed care.

Those engaged in helping professions serve a vital role in the development of a responsive, trauma-informed work environment. (3 credits)

SWK 222: Congregational Social Work (Spring Elective, every odd year)

This course is designed to help students to expand their knowledge about the way in which social work services can be offered in and through a religious congregation. Topics to be covered in this course include the history of the church sponsored social service movement, working with church leaders to ensure social service provision, congregational social services as part of a local mission's movement, connecting charity and justice and the examination of globalized models of congregational social service delivery. The student will integrate faith traditions of church communities with the principles of social work. (3 credits).

SWK/LAN 265: Professional Writing for the Helping Professions (every semester)

This writing-intensive course prepares undergraduate students to complete professional writing tasks successfully. Professional helpers interact with diverse populations in their profession, demanding the skill of accurate documentation to describe behavior and other social relationships. They also engage in research-informed practice, therefore requiring skilled writing and documentation. Topics include expectations and standards for scholarly writing, conducting searches of professional literature, using effective paraphrasing and summarizing skills, writing logically and coherently, citing references correctly by adhering to the theoretical frameworks provided through the American Psychological Association (APA) format and case documentation. The course supports students' efforts on writing tasks assigned in future social work courses. Building upon the introduction to writing from LAN 101, and active engagement with writing standards, students will continue to explore the power of language to shape cultural perceptions and communicate a biblical worldview. (3 credits)

SWK 302: Practice with Individuals (Fall)

This first of 3 practice course offerings will introduce students to the generalist social work method of practice with individuals (micro practice). It will include training in the strength-based, solution-focused problem-solving approach, encompassing the skills of client engagement, data-collection, assessment, planning, intervention, evaluation and termination. The overall purpose of the course is to help students develop social work knowledge and skills in translating social work practice philosophy into sustainable, ethical social work in diverse situations. Students will also be exposed to practices with families and small groups (mezzo practice) in Practice II as well as practice within communities and organizations (macro practice) in Practice III. Students will participate in a junior practicum experience during this semester. The development of an integrated biblical model of social work delivery will be explored. (3 credits)

SWK 303: Practice with Families and Groups (Spring)

This second of 3 practice course offerings will introduce students to the generalist social work method of practice with families and groups (mezzo practice). It will include training in the strength-based, solution-focused problem-solving approach, encompassing the skills of client engagement, data-collection, assessment, planning, intervention, evaluation and termination. The overall purpose of the course is to help students develop social work knowledge and skills in translating social work practice philosophy into sustainable, ethical social work in diverse situations involving families and groups. Students will already have been exposed to practices

with individuals through Practice I (micro) and will also be exposed in Practice III to practice within communities and organizations (macro practice). Students will participate in a junior practicum experience during this semester. The development of an integrated biblical model of social work delivery will be explored. (3 credits)

SWK 307: Human Behavior and the Social Environment II (Fall and Spring)

This course will explore human development throughout the life cycle, beginning with pregnancy through late adulthood. Students will acquire knowledge of life events significant to individuals at all stages of life from the biopsychosocial-spiritual perspective. Life issues significant to social work practice such as mental illness, chemical/substance abuse, teen pregnancy, eating disorder, poverty, elder abuse, and long-term care will be addressed. Students should end the course with increased knowledge and skills for generalist practice including engagement, assessment, intervention, and evaluation in various practice contexts. (3 credits)

SWK 320: Social Work and Mental Health (Fall Elective, every even year)

This course is designed to help students to expand knowledge and awareness of contemporary issues relating to mental health. Topics of discussion include strengths-based assessment, diagnosis, understanding the DSM-5, treatment, common psychotropic medication use, therapeutic interventions and the development of a culturally responsive approach to mental health. The student will cultivate a biblical perspective to social work in the mental health field in order to form a compassionate response. (3 credits).

SWK 360: Social Work Practicum I (student arranged with Advisor)

This first of 2 Practicum experiences for the student in preparation for Senior Internship. The student will complete an experience in a human social service organization where they will be able to shadow a social worker in the field for a minimum of 30 hours during their Junior Year. Social Work faculty will assist in securing the Practicum where students are introduced to the generalist social work method of practice with individuals (micro practice). The overall purpose of the course is to help students observe and reflect on social work values and skills, translating social work practice philosophy into sustainable, ethical social work in diverse situations. The development of an integrated biblical model of social work delivery will be explored. (1 credit)

SWK 361: Social Work Practicum II (student arranged with Advisor)

This second of 2 Practicum experiences for the student in preparation for Senior Internship. The student will complete an experience in a human social service organization where they will be able to shadow a social worker in the field for a minimum of 30 hours during their Junior Year. Social Work faculty will assist in securing the Practicum where students are introduced to the generalist social work method of practice with individuals (micro practice). The overall purpose of the course is to help students observe and reflect on social work values and skills, translating social work practice philosophy into sustainable, ethical social work in diverse situations. The development of an integrated biblical model of social work delivery will be explored. (1 credit)

SWK 400: Cross-Cultural Experience (scheduled with Advisor)

This course is an approved experience, designed to challenge and broaden the worldview of students, by placing them in a context that is in contrast to their native culture. Students are exposed to the complexity of cross-cultural communication through an immersive cross-cultural

experience. The student will experience firsthand the complexities of communicating within another culture and ethically engage cross-cultural communication issues as they arise. (0 credit)

SWK 401: Practice with Organizations and Communities (Spring)

This third of 3 practice course offerings will introduce students to the generalist social work method of practice with organizations and communities (macro practice). It will include training in the strength-based, solution-focused problem-solving approach, encompassing the skills of engagement, data-collection, assessment, planning, intervention, evaluation and termination. The overall purpose of the course is to help students develop social work knowledge and skills in translating social work practice philosophy into sustainable, ethical social work in diverse situations involving organizations and communities. Students will already have been exposed to practices with individuals through Practice I (micro) and will also be exposed in Practice II to practice with families and groups (mezzo practice). Students will utilize their experience from their Field Seminar placement experience to interact with information in this course. The development of an integrated biblical model of social work delivery will be explored. (3 credits)

SWK 410: Research Design (Fall)

Students will apply research principles to field practice, problem formulation, intervention procedures, and assessment in generalist social work by formulating appropriate research questions, operationalizing variables of interest, collecting relevant data and developing methods to analyze and interpret results. Emphasis is placed on using research methods to evaluate one's own practice. The role of ethics and values in both conducting and evaluating research within the context of a biblical worldview will be a focus of the student's research activities. The course facilitates students' ability to recognize the importance of scientific reasoning and critical thinking in generalist practice. (3 credits)

SWK 460: Field Seminar I (Fall)

This field experience is designed to give students opportunities in a social service setting. This course utilizes the knowledge, methods and skills learned in previous courses and apply them through classroom activity, assignments, discussion, role-play, presentations, and field service.

This is a 3-credit course that runs in conjunction with the student's field education. Students will attend this 3 credit T/TH class and participate in their internship (210 hours) for an additional 3 credits.

SWK 461: Field Seminar II (Spring)

This field experience is designed to give students opportunities in a social service setting. This course utilizes the knowledge, methods and skills learned in previous courses and apply them through classroom activity, assignments, discussion, role-play, presentations, and field service.

This is a 3-credit course that runs in conjunction with the student's field education. Students will attend this 3 credit T/TH class and participate in their internship (210 hours) for an additional 3 credits.

SWK 485: Inter-professional Collaboration (Scheduled with Faculty)

Students in the Junior and Senior year of study in the social work program will participate in a tiered approach to interprofessional collaboration with the medical community at Penn State Hershey Medical Center, representing the social work perspective on various collaborative teams. During the Junior year, students will attend two collaborative large-group learning opportunities to engage with medical students, nursing students, OT/PT, and other health care professionals. During the Senior year, students will attend six opportunities to share their practice knowledge as part of the collaborative team to engage, assess, intervene with and evaluate standardized clients. Additionally, seniors will contribute to the learning of others while also learning from those within the medical field. This is a 0-credit course; however, successful completion of the assignments within the Field Seminar class will yield an Interprofessional Collaboration certificate to be reflected on the student's transcript. (3 credits)

Social Work Curriculum Policies

The following policies, adopted by the Social Work Program, outline standards for all social work students. They are reflected in course syllabi and provided to students for review. The narrative pertaining to all the policies impacting a social work student is found in Appendix A.

Policy Number	Policy Name	Date of Approval/ Last Revision	Page Number
1C	Admissions Policy (GPA)	8/15/15; 1/10/19	57
2A	APA Policy	5/1/19	59
3A	Attendance Policy	6/18	60
4A	Chapel Attendance Policy	5/19	63
5A	Christian Service Policy	4/27/19	64
6B	Clearances Policy	3/2015; 12/17	66
7A	Cross-Cultural Requirement (SWK 400) Policy	8/18	69
8A	Goodness of Fit Policy	5/15	70
9A	Grade Acknowledgement Policy	6/8/18	73
10A	Internship Agency Selection Policy	5/18	75
11A	Late Assignment Policy	6/17	77
12A	Mandated Reporting Policy	8/15	78
13A	Participation Policy	6/18	79
14B	Phi Alpha Membership Policy	2/14; 3/12/19	82
15A	Practicum (SWK 360/361) Policy	4/18	83
16A	Professional Development Portfolio Policy	8/17	86
17A	Progression to Field Education Policy	8/18	87
18B	Statement of Non-Discrimination Policy	8/15; 12/21/16	89
19A	Student Handbook Acknowledgement Policy	8/15	91
20A	Transfer of Credits and Life Experience Policy	5/19	92
21A	Travel of Students to Conferences Policy	5/19	94

The policies are reviewed with the students during their first semester, provided to them in written format, accessible on the learning management system, and periodically reviewed during advising.

Social Work Program Advising

Each student who is registered as a Social Work student will be assigned an Academic Advisor from within the Social Work Program. Students will maintain the same Advisor throughout their years of study.

Advising is a crucial part of the student's experience. The Social Work Program has a rich history of quality advisement of the students who benefit from the personal attention given to the whole person. While advisement is primarily concentrated on course selection, opportunities exist for each student to utilize the experience of the advisors in other areas. A good use of advising utilizes the practice experience of the advisor to seek guidance in possible future careers as well as future academic pursuits. Advising is also the time where the student evaluates their portfolio contribution to prepare for future interview possibilities. Students who pursue advanced degrees rely heavily on the recommendations from their college professors.

Each student should be familiar with the course flow of the Social Work Program and plan accordingly to have success as a social work student. If a student is struggling with courses and future planning, contact with the Academic Advisor is one of the most beneficial resources that a student could utilize.

Course registration is available for the students according to the following timeframes:

<u>Year of Study</u>	<u>Fall/Winter Semester</u>	<u>Spring/Summer Semester</u>
Senior	One week before Fall Break	Graduation prep meetings
Junior	1st Monday after Fall Break	2nd Monday after Spring Break
Sophomore	2nd Monday after Fall Break	3rd Monday after Spring Break
Freshman	3rd Monday after Fall Break	4th Monday after Spring Break

Appointments for formal advising will occur through the student signing up for a time slot to meet with their advisor. Students should set advisement meetings at least one week prior to the opening of the course registration to plan for the next semester. This allows the student and advisor to discuss the current courses and a plan for future coursework. Each student is encouraged to be prepared for advisement by mapping out courses (times/days/instructors) in advance so that the time is maximized. All courses and the scheduling forms are provided to the students through the Registrar's Office in advance of registration.

During advisement, the advisor will be able to instruct the student with information pertaining to course flow, pre-requisite courses, and ability to be admitted to a specific course relating to the information posted on CampusVue. The Academic Advisor is also responsible for clearing the student to register for courses, unless other holds are on the student's account. An in-person meeting with the Academic Advisor is the ONLY way that a student would be cleared to register.

A separate Advising Manual has been developed for the Social Work Program that outlines best practice for a successful educational experience for the social work student.

Social Work Student Professional Development Portfolio

Each Social Work student is encouraged to develop and maintain a professional development portfolio. Google sites provides a user-friendly format for the student portfolio. The portfolio development will be introduced to the student in the Introduction to Social Work course as a graded assignment to include, at a minimum the following sections:

- Introduction: Video or Written narrative
- Resume
- Volunteer/Christian Service
- Practicum/Internship experiences
- Professional Artifacts (i.e. papers that highlight strengths)
- Mandated training certificates (i.e. Act 31) and Current clearances
- Significant achievements/awards
- Cross Cultural Experience
- References
- Additional highlights

Portfolios can easily be sent to prospective employers, graduate school, volunteer organizations, etc. Students should make this portfolio public for social work faculty who may suggest the addition of certain documents. Progress on the portfolio will be reviewed as part of the student's advising meeting.

Social workers are engaged within their community as a model of macro practice. As a result, it is important for social work students to be engaged in the LBC community as well as the surrounding communities. Opportunities are provided for students to engage with the Social Work Student Organization, various events on campus, and Christian Service. Documenting these activities in their Portfolio positions the students to market themselves in a professional manner. Students progressing through the Social Work Program will be required to complete various activities as evidence of community engagement during their time spent on campus as well as through the community. These opportunities for community engagement and service learning will be emphasize during the student orientation as well as emphasized through academic advising.

Social Work Program Admission Requirements

Students can declare their study within the Social Work Program upon admission to Lancaster Bible College. However, students unable to achieve a minimum, overall GPA requirement of 2.5 will NOT be invited to apply for admission to the Social Work Program. The student's advisor will counsel them regarding other academic options.

Students will only be invited to apply to the admissions process if their GPA is 2.5 or greater by the end of their Fall, sophomore year. Invitations to apply to the Social Work program is based on the following criteria:

- Successful completion (must have a “C” or better) in the following core courses:
 - SWK102: Introduction to Social Work
 - SWK 202: Social Welfare Policy
 - SWK/HUM 204: Cultural Diversity
 - SWK 206: Human Behavior and the Social Environment I
 - SWK 265: Professional Writing for the Helping Professions
- Students MUST have a 2.5 cumulative GPA by the end of the third semester

If these conditions are met, instructions are provided to the student to apply through Canvas. The Admission policy can be found in the Policy Handbook in Appendix A. Interviews are scheduled with interested students prior to the end of the spring semester. Each student will receive written notification of the decision pertaining to their admission into the Social Work Program once all requirements have been met. The Admission Committee is comprised of the Social Work Program Director, Social Work Program Field Director, Social Work Practice instructors, and other social work faculty members as deemed by the committee.

Of important notice, in the evaluation of transfer credits or past experiences, academic credit is not given in Lancaster Bible College's Social Work Program for life experience or previous work experience.

A student who does not fully meet one or more of the admission criteria except GPA may be admitted to the Social Work Program on a provisional basis, primarily due to not completing one of the foundational social work courses. This decision is made by the Admission Committee. Students must also maintain a 2.5 or greater overall GPA to remain in good standing with the Social Work Program. Students who fall below the 2.5 GPA requirements will be given ONE semester (15-18 credits) to improve their GPA to acceptable standards (2.5 or greater). Faculty will monitor the student’s progression with their GPA. The following serves as some recommended activities for the student to consider if there are ongoing academic struggles:

- Attend weekly tutoring through the Ally and Writing Centers
- Consider participation in study groups or private tutoring
- Re-evaluate work or extra-curricular activities
- Attend all classes and minimize the use of skips for emergency purposes
- Proactively meet with the professors if academic challenges exist in the courses
- Consider using the free services of the C3 Counseling program
- Develop an organization system for course assignments
- Consider taking summer/winter courses to lighten the academic load during the Fall or Spring semesters

A student who fails to meet the GPA requirement by the end of their Junior year is ineligible to participate in their Field Internship during their Senior Year. Failure to demonstrate satisfactory academic performance within the timeframes will result in dismissal without possibility of re-admission to the Social Work Program. The student would be advised to consider changing their

major to General Human Services. The Social Work Program also complies with the Lancaster Bible College's policy on Academic Probation outlined in the following section.

Academic Probation

No student within the social work program may be on Academic Probation after they have been admitted to the social work program. However, prior to admission, students with a cumulative grade point average below 2.00 will be placed on Academic Probation. Students on Academic Probation who have the following grade point average or below may participate in one extracurricular activity at any one time:

Freshman (up to 29 hours)	1.70 GPA
Sophomore (30–59 hours)	1.80 GPA
Junior (60–89 hours)	1.90 GPA
Senior (90 or more hours)	2.00 GPA

Students below these minimum GPAs may not participate in any extracurricular activities. All probationary students must attend two weekly appointments with a tutor in the Reaching Academic Potential (RAP) Center, the College's academic assistance program. In addition, they must sign-up for two weekly study halls. Study halls are offered throughout the day as well as the evening. Hours are chosen at the convenience of the student. The specific schedule for RAP is posted on campus the beginning of each semester.

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

Academic Dismissal

Any student whose cumulative grade point average is below the minimum standards at the end of an academic year will receive notification of his/her academic dismissal from the Dean of Undergraduate Education. The minimum standards are:

Hours Registered Toward Graduation Requirements

0–17	No Minimum
18–59	1.50 GPA
60–89	1.75 GPA
90+	1.90 GPA

Appeals of academic dismissal may be made by the student, in writing, to the Undergraduate Student Appeals Committee.

Academic Mentoring Services

The College provides academic mentoring and support services at no cost to all currently enrolled LBC students. Peer tutors and professional personnel aid with major projects, budgeting and

organizing study/work/personal time, reviewing of class material, test-taking skills and study strategies. Free 11x17 semester calendars for plotting out assignments/projects/exams and 3x5 note cards are also available. The Ally Center is generally open for appointments during the school term Monday through Thursday, 8:00 AM to 5:00 PM and 6:00 PM to 8:00 PM, and Friday, 8:00 AM to 3:00 PM.

Students may sign up for semester-long weekly appointments or make appointments as needed. Appointments can be made by stopping by the Center, signing one's initials on the calendar in the Ally Center (if the Center is closed when stopping by), or calling the Center (ext. 5389) during business hours to schedule with the Department Assistant.

For more information regarding AMS, students are encouraged to visit the Ally Center located in the Teague Learning Commons.

Retention in the Social Work Program

Social work faculty are responsible for ensuring that students demonstrate competency across the social work curriculum. One aspect of this responsibility is the requirement for specific grade standards in core social work courses. According to the Social Work Program policy, students **MUST receive a C or greater** in the following core courses to successfully progress to graduate with a BSW degree:

- SWK 102: Introduction to Social Work
- SWK 202: Social Welfare Policy
- SWK/HUM 204: Cultural Diversity
- SWK 206: Human Behavior and the Social Environment I
- SWK 265: Professional Writing for the Helping Professions
- SWK 302: Practice with Individuals
- SWK 303: Practice with Families and Groups
- SWK 307: Human Behavior and the Social Environment II
- SWK 401: Practice with Organizations and Communities
- SWK 410: Research Design
- SWK 460/F: Field Seminar/Internship I
- SWK 461/F: Field Seminar/Internship II

Students who are unable to earn a C in these classes **MUST retake the course** to be granted a BSW degree. Social Work elective courses are not considered core curricular courses; however, social work students should strive for excellence as all grades are visible on the student's transcript which may prevent employment opportunities in the future.

Freshmen and sophomore students: Repeating a social work class will impact your GPA and may prevent formal admission to the Social Work program by the end of the sophomore year.

Junior students: Receiving a grade below a C in any Practice class will prevent your ability to progress to Field in a timely manner because of the need to retake the course. Students should strive to excel in the Practice classes due to the importance of entrance into a Field Internship.

Seniors: During the student’s final year, the Social Work faculty will issue mid-term grades to all social work students, discussing concerns with specific students who may be at risk of receiving a grade lower than a C. **If a last year senior student receives a grade below a C in a core social work class, the student will receive an Incomplete for the course and will have 4 weeks to complete an individualized plan of correction to demonstrate curricular competency prior to the issuance of the BSW degree.**

Students receive a grade acknowledgement form during the beginning of each academic year that outlines the information noted above. A sample of this form is found in the policy manual in Appendix A.

Due to the nature of social work practice and the expectations of a professional program, academic standards for continuance in the Program include professional behaviors and practices. All policies and procedures contained in this Handbook as well as the Field Manual are expected to be maintained. Social Work students are expected to adhere to the National Association of Social Workers (NASW) Code of Ethics which each student can access at www.socialworkers.org.

Additionally, the Academic Integrity Policy is attached as **Appendix B** and the Disciplinary and Judicial Process is attached as **Appendix C**.

Goodness of Fit Policy

Individuals must be “fit”, or competent, to practice as a social worker. The LBC Social Work Program evaluates student performance in line with the NASW Code of Ethics. “Social workers who function as educators or field instructors for students should evaluate students’ performance in a manner that is fair and respectful.” (NASW Code of Ethics, 3.02b—Ethical Responsibilities in Practice Settings)

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

2.09 Impairment of Colleagues

(a) Social workers who have direct knowledge of a social work colleague’s impairment that is due to personal problems, psychosocial distress, substance abuse, or mental health difficulties and that interferes with practice effectiveness should consult with that colleague when feasible and assist the colleague in taking remedial action.

(b) Social workers who believe that a social work colleague’s impairment interferes with practice effectiveness and that the colleague has not taken adequate steps to address the impairment should take action through appropriate channels established by employers, agencies, NASW, licensing and regulatory bodies, and other professional organizations.

2.10 Incompetence of Colleagues

(a) Social workers who have direct knowledge of a social work colleague's incompetence should consult with that colleague when feasible and assist the colleague in taking remedial action.

(b) Social workers who believe that a social work colleague is incompetent and has not taken adequate steps to address the incompetence should take action through appropriate channels established by employers, agencies, NASW, licensing and regulatory bodies, and other professional organizations.

Social work faculty, practicum supervisors, field instructors, and others have a vested interest in the competency of the emerging social work practitioner. As a result, the Social Work Program has adopted a Goodness of Fit Policy that all students are provided, review and acknowledge receipt of during their admission interview to the Program. This policy reflects the collaboration between the Social Work faculty and student representatives from Phi Alpha. A copy of this form is kept in the student's file.

A complete copy of the Goodness of Fit Policy is attached in the Policy Manual in **Appendix A**.

Termination from the Social Work Program

Any student who has been formally accepted into the Social Work Program may be terminated from the program based on behavior, academic deficiencies and/or other "goodness of fit" concerns. The faculty of the Social Work Program reserve the right to make such decisions which may take into consideration information provided to the faculty from individuals overseeing the student's Field Instruction at a social service organization. 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 to avoid the difficulty of termination through advisement and counsel.

Social Work Program Field Instruction

A. Overview

At the beginning of the Junior year, the student will complete two placements of 30 hours each of shadowing in the field. These hours will not count toward the total 420 hours required for graduation. At the start of the Spring semester for the Junior student, they will be provided the Student Handbook for Internship Placement to guide the student in selecting a field setting. This handbook can be found on the Program website.

Beginning in the senior year, students will engage in field placements that are relevant to Social Work and will complete a minimum of 420 hours of service, under the supervision of a BSW or MSW Field Instructor. The Field Director must approve senior field placements. The Field Director will meet with the students to select the most appropriate placement setting for their senior internship.

The student is required to provide the Field Instructor with a copy of the Field Instructor's manual as well as the Social Work Student Handbook (and/or refer them to the online resources). The manual includes an introductory letter for the Field Instructor, the requirements for the internship, a contract, and other important information. Once the Field Instructor agrees to the placement, the student, Field Instructor and Field Director, must sign a contract. Signed contracts must be turned in to the Field Director before starting the internship. The Field Education Manual can be found on the Program website.

Students should be supervised at the internship by an employee of the agency. This individual must have graduated from a CSWE-accredited BSW or MSW program. There may be occasions whereby the task supervisor does not have a BSW or MSW degree from a CSWE-accredited school. In those situations, the Field Director will work with the student to locate a supervisor who could provide supervision throughout the internship. At the end of the internship, the supervisor will be asked to complete an evaluation of performance, evaluating the student's accomplishment of all the behaviors outlined in the student learning contract. This evaluation will remain in the student's file.

B. Prerequisites for Admission to Field Instruction

Students must have been formally admitted to the Social Work Program to begin their Field Internship. This occurs at the end of the student's sophomore year. The admission to Field Internship assumes that the student has completed at least 21 social work credits. Students must have successfully completed the following Social Work courses: Intro to Social Work, Cultural Diversity, Social Welfare Policy, Professional Writing for the Helping Professions, and Human Behavior and the Social Environment I and II, Practice with Individuals and Practice with Families and Groups. Exceptions will be made on an individual basis.

Continuation in the Social Work Program upon admission and therefore future participation in the Field Seminar and Internship classes and field experience requires that a student maintain a 2.5 grade point average. *Competence* is a core value of social work. Maintaining an acceptable GPA reflects the student's commitment to the Social Work Program and to the clients with whom they will work. Failure to maintain a 2.5 grade point average will cause the student to fall into poor standing with the Social Work Program and may result in inability to enter a Field Internship as well as formal dismissal from the Program if not rectified. Students who are unable to maintain a 2.5 GPA must arrange a meeting with the Program Director and Field Director to discuss remediation or change of academic goals. All students receive written notice of their GPA status at the end of their fall semester of their junior year. This is outlined in the Progression to Field policy in Appendix A.

Students must have access to transportation to their internship site. Lack of reliable transportation will inhibit consistent participation. This issue should be resolved prior to accepting a field placement.

C. Frequently Asked Questions

What type of placement is acceptable for an internship?

There are numerous social work internship opportunities in Lancaster and the surrounding communities. Students should pursue placements at social service agencies such as (but not limited to) foster care agencies, hospitals, group homes for the developmentally disabled, behavioral health units, drug & alcohol treatment centers, rehabilitation facilities, nursing homes, schools, counseling agencies, food banks, prisons, domestic violence shelters, transitional living centers, Immigrant & Refugee agencies and government offices such as Children & Youth Agency, Office of Aging, Mental Health/Mental Retardation, Office of Substance Abuse or the Office of Public Assistance. These settings are the most likely to provide opportunity to develop social work skills. Oftentimes, these organizations employ a BSW or MSW who would be able to serve in the role of the student's Field Instructor.

What will I do in my Internship?

Initially, the internship will involve shadowing a case manager or social worker. The student will participate in an initial orientation and training process within an office setting and/or within the field context. Students will be observing client interactions, staff interactions, group meetings, supervision contacts, referrals being made and other engagement strategies by the staff of the organization. As the student's confidence level increases, the student should request opportunities to work independently. If the student is asked to work independently before adequately trained, the student should address this in weekly supervision and arrange for additional training.

A key aspect of the Internship is the application of the Program's core competencies and behaviors. The student will prepare weekly reports that address the specific behaviors attended to during the field internship. In the Field Seminar class, the students are provided an opportunity to discuss their Field experiences.

All internships are unique and will vary in their responsibilities and structure. Students should participate in direct service to clients as well as collateral work. *Direct service* is defined as face-to-face work with clients. Examples include transporting clients to services, supervising parent/child visits, accompanying caseworkers on home visits or protective investigations, observing court matters, observing the client being counseled, participating in recreational therapy activities, or any variety of experiences that involve interaction with social service clients. *Collateral work* includes helping with administrative projects and working alongside other staff to provide services to clients. Examples of collateral work include answering phones, doing paperwork/filing, helping organize fund raising events, etc. Collateral work may also involve special research assignments related to a client's needs.

What is the *time* and *classroom* requirements?

Each student is required to complete 2 semesters of Field Internship during their senior year. A total of 420 hours of fieldwork is required for graduation. In addition to the fieldwork, students must participate in a corresponding class:

SWK 460 – Field Seminar I (3 credits), SWK 460F—Field Internship (3 credits)
SWK 461—Field Seminar II (3 credits), SWK 461F—Field Internship (3 credits)

Over the course of two semesters, students should plan to experience a variety of field work and expose themselves to a wide range of social work experiences which covers the behaviors outlined on the student learning plan and contract. On a rare occasion, a student may need to obtain a second-semester internship. If this is the case, a new learning plan, contract and evaluation must be completed for the new semester. Students may complete their Senior Field Internship at the same location (preferable) or at two locations.

Can I do an internship during the summer?

No. At this time, the Social Work Program is not equipped to provide the level of supervision for the student that is needed to meet the core competencies and measure the practice behaviors. The class time is currently being offered in the fall and spring semester which is intended to track the student's learning. Students may start their internship hours in the summer if this is a requirement of the internship setting.

Do I need Liability Insurance?

Yes. Professional liability insurance protects practitioners against potential negligence claims made by clients. Students taking the Field Seminar and Internship classes should purchase liability insurance if they are not covered under the liability plan of the field placement agency. The student's Field Instructor at their internship site will be able to inform the student if they are covered under the agency's liability plan. A Liability Policy through *NASW Insurance Company, RRG* must be obtained for the cost of \$25 per policy. Students must call to obtain coverage at 1-888-278-0038. Students must pay the \$25 fee via credit card. Students can call Monday – Friday, 7 a.m. – 7 p.m. CST. Students cannot purchase the policy prior to March 1st. It is suggested that students make this call immediately after accepting the Internship. The website for this company is found at: <https://getinsured.naswassurance.org>. *Students must provide proof of liability insurance to the Field Director no later than May 1st.* Documentation of this coverage will be maintained in the student's academic file by the Field Director. It will also be forwarded by the Field Director to your agency along with an Affiliation Agreement from the college.

Each student entering Field Education will be provided with a comprehensive Field Education Manual that will be part of the classroom requirements. This manual outlines all the expectations as well as includes the forms required for a successful field experience. In addition, the student can find the exhaustive Field Education Manual housed on the Program website and updated annually.

Social Work Student Records

A student in the Social Work Program will have a record of their academic achievements maintained by the Social Work program staff. The Counseling and Social Work staff and faculty ensures that the records are accessible for staff and student access. 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
- b. Scope of Curriculum Sheet
- c. Unofficial Transcript
- d. Letters of Recommendation
- e. Letters of Acceptance into the Social Work Program
- f. Social Work Admission paperwork
- g. Self-assessment documentation
- h. Field Internship evaluations
- i. Goodness of Fit Acknowledgement Form
- j. Student Handbook Acknowledgement Form
- k. Important notes/documents pertaining to the student's course scheduling
- l. Grade Acknowledgment Form
- m. Progression to Field Education Policy copy

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

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 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 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 will no longer have a social security number as a personal identifier for administrative LBC purposes.

Which College Officer is responsible for administering the FERPA guidelines?

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

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

Complaints are to be filed with the:

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

Social Work Program Statement of Non-Discrimination

In line with the Lancaster Bible College statement of non-discrimination, the Lancaster Bible College Social Work Program affirms the worth and dignity of all persons. In addition, it is believed and supported that everyone is a direct reflection of God, made in His image. Therefore, it is imperative that the Social Work Program commits to delivering educational services without discrimination based on race, color, national origin, gender or disability. 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 Social Work student. Lancaster Bible College received Title IX exemption based on the religious nature of the institution. The following is taken directly from the Title IX exemption letter dated August 31, 2016 from the US Department of Education:

You state that, for these reasons, the College is requesting an exemption from the following regulatory provisions “to the extent they are interpreted to reach gender identity or sexual orientation discrimination:”

- 34 C.F.R. § 106.21 (governing admissions);
- 34 C.F.R. § 106.22 (governing preference in admissions);
- 34 C.F.R. § 106.23 (governing recruitment of students);
- 34 C.F.R. § 106.31 (governing education programs or activities);
- 34 C.F.R. § 106.32 (governing housing);
- 34 C.F.R. § 106.33 (governing comparable facilities such as restrooms and locker rooms);
- 34 C.F.R. § 106.34 (governing access to classes and schools);
- 34 C.F.R. § 106.36 (governing counseling);
- 34 C.F.R. § 106.37 (governing financial assistance);
- 34 C.F.R. § 106.38 (governing employment assistance to students);
- 34 C.F.R. § 106.39 (governing health insurance benefits and services);
- 34 C.F.R. § 106.40 (governing different rules based on marital or parental status of students);
- 34 C.F.R. § 106.41 (governing athletics);
- 34 C.F.R. § 106.43 (governing standards for measuring skill or progress in physical education classes); and
- 34 C.F.R. § 106.51-61 (governing employment).

The College is exempt from these provisions to the extent that they prohibit discrimination on the basis of gender identity and sexual orientation and compliance would conflict with the controlling organization’s religious tenets.

The Social Work Program supports advocacy efforts for individuals, families, groups, organizations and communities. The Social Work 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 Social Work Program (faculty, field instructors, students, support personnel) has the right to respond to any incidents of discrimination during their functioning. A complaint may be related to any aspect of the Social Work Program, to include but 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 Social Work Program Director. Within 2 weeks, the Social Work 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 Social Work Department Chair as well as the Provost through the College. In addition, the student is encouraged to seek support and advice from the Student Affairs 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.

Student's Right to Organize

Social Work students have the right to organize in their own interests relating to academic and student affairs.

A. Social Work Student Organization (SWSO)

Started in 2013, the Social Work Program has hosted a student-led organization committed to the interests of social work students. Social Work students are invited and encouraged to participate in the Social Work Student Organization (SWSO) coordinated through the student body. This organization allows students to advocate for the needs of Social Work students, provide opportunities for campus-wide events relating to social work and serve to unite the Social Work Program students. The organization will have at least 3 Social Work student officers and a social work student representative from each class. A social work faculty member will serve as an advisor for this organization. In 2018, the SWSO expanded admission to Human Service students.

A. Phi Alpha Honor Society

The Social Work Program at Lancaster Bible College has membership in the Phi Alpha National Honor Society. The purposes of the Phi Alpha are as follows:

- To recognize and promote scholastic achievement among students and faculty involved in the undergraduate social work program at Lancaster Bible College.
- To recognize, improve and further the goals of social work in the community, state, nation and world.
- To stimulate interest in preparation for a career in social work.
- To encourage continued study and research at the undergraduate level, the graduate level, and in professional practice.
- To recognize those professional social workers and others whose service, contributions and leadership are held in esteem.

Membership is open to all Social Work students who meet the following criteria:

- a. Undergraduate student who has completed 50 or more credits toward the final BSW degree (37.5% of required coursework).

- b. Completed a minimum of 9 credits in Social Work at Lancaster Bible College.
- c. Students whose overall GPA is in the top 35% of all Social Work majors who have completed 50 credits.
- d. Demonstrates upstanding character and leadership qualities
- e. Demonstrates excellence in the application of the core values of the social work profession to include the following:
 - Service
 - Social Justice
 - Competence
 - Integrity
 - Value of Human Relationships
 - Dignity and Worth of the Person
- f. Engagement within the community as demonstrated by a lifestyle of volunteerism.

There is a student led executive team for the Tau Tau Chapter of Phi Alpha which consists of a President, Vice-President, and a Secretary/Treasurer. Induction ceremonies occur in the spring semester of every academic year.

C. Social Work Student Advisory Council

In 2018, the Social Work faculty brought together the student leaders of the Social Work Student Organization (SWSO) and the Phi Alpha National Honor Society to inquire as to how to continue to increase student input into formulating and modifying policies. What emerged from these discussions was an interest in having student representatives that could meet as a student group and then meet with Program faculty to review topics and recommendations. In fall of 2018, the Student Advisory Council was birthed as a subset of the Social Work Program Advisory Board which has existed since 2014. The Student Advisory Council is co-chaired by the SWSO president and the Phi Alpha president. They identified their purpose to align with this accreditation standard. Membership in the Council consists of social work student representatives of each of the classes and a student with a major of General Human Services. They decided to meet once a month and then on the off month, a representative from the Council meets with the Social Work Faculty to process through their positions and enhance dialogue. To date, several topics addressed through this collaboration included:

- Practicum placements recommendations
- Additional electives to consider
- Curricular design and flow
- International field placements
- Advising enhancements
- Specialized APA focused writing course as a required elective for all social work students

The social work faculty assumes an open position, considering invitations for student input into policies that directly impact their academic pursuits. Academic policies that have been amended through student input include:

- Elective expansion

- Flexibility in Practicum completion
- Approval of the cohort model for emerging juniors and seniors
- Consistent participation policy for all SWK syllabi
- Consistent attendance policy for all SWK syllabi
- Creation of a group for all Social Work and General Human Services majors that serves as a repository for policies, supports, announcements, etc.
- Creation of an automated admissions application process

The Lancaster Bible College student community has several opportunities whereby students address policies within the academic and student affairs consideration. All students have access and representation within the Student Union. This association represents students' interests, encourages self-government, and promotes responsibility, loyalty, and cooperation among students and in their relations with faculty, staff, and the administration of the College.

Student affair policies that have been amended through student input include:

- Expansion of the SWSO by-laws to include General Human Services majors
- Amendments to the institution's Chapel Policy with specific, targeted Social Work chapels

Social Work Program and Disability Services

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

Disability Services

LBC | Capital is committed to creating an educational environment that is inclusive and accessible, in compliance with the guidelines of the ADA and Section 504 of the Rehabilitation Act. The Disability Services Office (DSO) provides accommodations for students with disabilities to ensure access to all programs, facilities, and activities at LBC | Capital. Accommodations are made on an individual, case-by-case basis, based on an interactive process and documentation submitted to the Disability Services Coordinator.

Students with disabilities seeking accommodations are encouraged disclose their disability to the DSO and to submit documentation as soon as possible so that accommodations can be arranged before the start of the semester. Accommodations offered will address the limitations of the disability, with the intent of ensuring access to all campus courses, programs, facilities, services, and activities. Typical accommodations may include extended time for exams, a note-taker for class lectures, textbooks in audio/e-text format, or a scribe and/or reader for exams.

The DSO is open 8:30am – 4:30pm, with flexible hours dependent upon student availability, year-round. To schedule an appointment, call 717.560.8200, ext. 5383, email DSO@lbc.edu, or stop by the DSO, which located on the fifth floor of the Teague Learning Commons (TLC).

Disability documentation cannot legally be forwarded with a student's high school transcript. Therefore, *unless the student discloses a disability and provides documentation to the Disability Services Coordinator (717.560.8200 ext. 5383)*, the Coordinator will be unaware of the student's need for accommodations. Please note that disclosure after the semester has begun does not invalidate poor academic performance that occurred prior to disclosure; therefore, it is in the student's best interest to self-disclose one's disability in a timely manner.

Social Work Program and Transfer Students

Students are eligible to transfer into the Social Work Program from other institutions; however, careful consideration of these candidates is coordinated through the Social Work Program and Office of the Registrar.

Students who wish to transfer into the Social Work Program must receive prior approval from the Program Director and Registrar to count courses for Social Work Program credit. Transfer transcripts are reviewed by the Social Work Program Director prior to acceptance as an intent to major student into the Social Work Program. Students are eligible to transfer social work courses which parallel those that are offered during the first 2 years of the Social Work Program, Research Design as well as up to 2 Social Work electives. Students **MUST** complete their Practice and Field Coursework at Lancaster Bible College; therefore, they are unable to transfer such courses. Students will follow the Social Work Program admission process to formally be admitted into the Program.

According to the College Catalogue:

"Lancaster Bible College accepts credit from accredited institutions of higher education and from other institutions of higher education which have academic standards comparable to LBC. Transfer credit is limited to those courses which are applicable to the program in which the student is enrolled and to those courses in which a grade of "C-" or higher was earned. Only the credit is transferred, the grade and grade points are not figured in the student's grade point average. It is recommended that all transfer students to degree programs at Lancaster Bible College satisfactorily complete at least one course from each division of the College. "

Due to the complexity of transfer scheduling, the Social Work Program staff will coordinate all transfer efforts with the Office of the Registrar and the Admissions Office. Should students take courses at another institution once they are formally admitted to Lancaster Bible College, the social work students should adhere to the conditions outlined in the Transfer of Credits and Life Experience Policy outlined in Appendix A.

Social Work Program Faculty and Staff

The following individuals currently serve in some capacity within the Social Work Program:

Dr. Ryan Kuehner

Associate Professor
Counseling and Social Work Department Chair
717-569-7071, ext. 5405
rkuehner@lbc.edu

Dr. Kurt E. Miller

Professor
Social Work Program Director
717-569-7071, ext. 5354
kmiller@lbc.edu

Dr. Miller coordinates the Social Work Program and the accreditation process. He teaches the following courses: SWK 212: Social Work and Child Welfare; SWK 302: Practice I: Individuals; SWK/LAN 265: Professional Writing for the Helping Professions; SWK 401: Practice III: Organizations and Communities.

Mary Yager, MSW

Assistant Professor
Social Work Program Field Director
717-569-7071, 5404
myager@lbc.edu

Professor Yager is the Field Director, coordinating the student's senior internship experience. She teaches the following courses: SWK 102: Introduction to Social Work; SWK 202: Social Welfare Policy; SWK 460/460F: Field Seminar and Internship I and SWK 461/461F: Field Seminar and Internship II.

Dr. Ling Dinse, LSW

Assistant Professor
717-569-7071, 5530
ldinse@lbc.edu

Dr. Dinse teaches SWK/HUM 204: Cultural Diversity; SWK 206: Human Behavior and the Social Environment I; SWK 410: Research Design; SWK 214: Social Work and Human Trafficking; and SWK 222: Congregational Social Work. Additionally, she collaboratively teaches the Theology of Suffering course with Dr. Joseph Kim from the Bible and Theology Department.

Carla Kouterick, MSW, LSW

Adjunct Faculty/Field Instructor/Field Liaison
ckouterick@lbc.edu

Professor Kouterick assists the Social Work Program with the provision of Field Instruction for students not in a BSW/MSW-supervised Field Setting. She serves as the Field Liaison for students in Field Education. She teaches the following courses: SWK 307: Human Behavior and the Social Environment II, and SWK 320: Social Work and Mental Health.

Lisa Hanna Witmer, MSW, LSW

Adjunct Professor
lwitmer@lbc.edu

Professor Witmer teaches SWK 303: Practice with Families and Groups course and SWK 220: Trauma Informed Care for the Helping Professions.

Tia Slabaugh, MSW

tslabaugh@lbc.edu

Professor Slabaugh teaches SWK 213: Social Work and Addictions. She coordinates the General Human Services major.

Tyler Gehman, MSW, LSW

tgehman@lbc.edu

Professor Gehman teaches SWK 216: Social Work and Disabilities.

Samantha VanBuskirk, MSW, LSW

svanbuskirk@lbc.edu

Professor VanBuskirk teaches SWK 218: Social Work and Older Adults.

Mrs. Renee Raupp

Department Assistant, Counseling and Social Work Department
717-569-7071, ext. 8227
CSWdepartment@lbc.edu

Social Work Program Department Facilities

The Social Work 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 Social Work Program for prompt responses. The Social Work Program has access to all conference rooms on campus where group meetings can occur. Most of the Social Work courses are taught in either the Teague Learning Commons, the Sebastian Academic Center or the Charles Frey Academic Center.

Christian Service

The Christian Service program is an integral part of the College's educational program and is required for students their sophomore semester. A student receives a grade of pass (P) or fail (F) based on his/her performance as evaluated by the Director of Christian Service. Christian Service is managed by the Student Affairs Office.

A student who receives two failing grades for Christian Service at any time during his/her academic program is subject to dismissal from the College. This student will be interviewed by the Director of Christian Service and the Dean of Undergraduate Education (and the Professional Division Committee if necessary), who will forward a recommendation to the president of the College.

Each student is required to report the results of his/her Christian Service assignment on a form provided by the Student Affairs Department each semester. For the social work student, Christian Service precedes the 2-semester Junior Practicum during the student's junior year in conjunction with the Practice classes. Then, in their senior year, social work students complete an intensive field internship which meets the college's requirement.

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 since 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 Affairs

The Student Affairs 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 Affairs is to intentionally invest in the life of each student to help facilitate this mission. Each activity and relationship on campus exists with this purpose as a guide as students mature in Christian living. The Student Affairs Department seeks to help students assess life situations considering biblical principles and develop their unique gifts and abilities. Students are challenged to develop a balanced lifestyle of stewardship and healthy living. The Student Affairs Department attempts to cultivate a lifestyle of integrity on campus to shape servant-leaders that impact the LBC community and the world.

Counseling and Career Center (C3) at LBC

The Counseling and Career Center at Lancaster Bible College exists to provide comprehensive, biblically based services to students to effectively serve Christ in the Church and society. C3 offers services in two key areas:

1. Counseling Services
2. Career Services

Staff counselors are professionals with graduate degrees in counseling, psychology, or social work. Each staff person is committed to applying Christian principles as a foundation for their work with students. Counselors at the college recognize that there is no healing apart from the work of God. They understand their discipline and, at the same time, understand the work of grace in each person's life. The Counseling and Career Center is also used for the training of graduate interns for the counseling profession. Interns are closely supervised by a doctoral-level staff counselor who is responsible for the intern's work with students. It is the mission of C3 to help break down the barriers of success and help each student grow and develop into the man or woman God has planned for their life. The cost is free for LBC undergraduate and graduate students.

Student Organizations

- **Student Activities Team (SAT)** – SAT works under the Student Government Association providing various activities & events for all students throughout the school year.
- **Charge Student Journal** is for students interested in promoting the arts (writing, art, photography, etc.).
- **Early Education Student Association** involves students interested in the study of Early Education.
- **Fellowship of Christian Athletes (FCA)** – For students wanting to come together to discuss sport & Christianity.
- **Focus – Fine Arts Magazine** – a publication of the Communications Department.
- **ICHTHUS** (the Greek word for “fish”, which constitutes an acrostic for “Jesus Christ, God’s Son, Savior”), is the LBC yearbook, produced by a student staff under LBC staff supervision. A yearbook will be ordered for all full-time students carrying twelve or more credits each semester (consecutive fall and spring semesters). Students carrying less than twelve credits per semester must contact the yearbook office to order a book.
- **Intercollegiate Varsity Sports** – The following sports are available for men and women:
 - Men’s Sports: Baseball, basketball, cross country, golf, soccer, tennis, and volleyball
 - Women’s Sports: Basketball, cross country, field hockey, golf, lacrosse, soccer, softball, tennis, volleyball
- **International Student Fellowship** is open to all international, missionary, third culture, and diplomatic corps students, and seeks to encourage through caring, sharing, and fellowship.
- **Intramurals** – various intramural activities are provided throughout the fall & spring semesters.
- **Mini-Thon** – encourages student engagement around the issues that face pediatric cancer patients with partnership from the Hershey Medical Center.
- **Musical Groups** – The following musical groups exist on the LBC campus: LBC Chorale, chamber singers, handbell choir, musical theater, worship choir, worship teams,

vocal ensembles, symphonic ensemble (orchestra), symphonic winds (band), instrumental ensembles, Lancaster County Jazz Company, and Charger pep band.

- **Social Work Student Organization** involves students interested in the service, social justice, and outreach to the community relating to social needs.
- **Sport Management Student Association** involves students interested in the field of Sport Management.
- **Student Government Association** represents students' interests, encourages self-government, and promotes responsibility, loyalty, and cooperation among students and in their relations with faculty, staff, and the administration of the College.
- **Student Missionary Fellowship** seeks to emphasize effectively and constantly the challenge of missions through its regular meetings, prayer groups, chapel services, and annual Maximum Impact Conference (Missions Conference).
- **Ultimate Frisbee Organization (UFO)** – Attracts students interested in participating in intramural Ultimate Frisbee. Tournaments on campus and off are made available.
- **Volleyball Club** - Pick-up style volleyball game play. All skill levels are welcome.

Appendices

Lancaster Bible College
Social Work Program
Policy Handbook
2020-2021



LANCASTER
BIBLE COLLEGE

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901 Eden Road, Lancaster, PA 17601-5036, 717-569-7071, Fax: 717-560-8238

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Policy 1C

Admissions Policy (GPA)

Purpose	To communicate to students the Admissions criteria to be invited to apply and the instructions needed to complete the application process.
Rationale	Students are able to declare their study within the Social Work Program upon admission to Lancaster Bible College. However, students unable to achieve a minimum, overall GPA requirement of 2.5 will NOT be invited to apply for admission to the Social Work Program. The student’s advisor will counsel them regarding other academic options.
Process	<p>Should the student receive a formal notice of invitation, they will be guided in preparation for formal acceptance into the Social Work Program once the following requirements are met:</p> <ul style="list-style-type: none"> • Students MUST take the following Social Work courses and must have a “C” or better to be formally admitted to the BSW program. <ul style="list-style-type: none"> • SWK102: Introduction to Social Work • SWK 202: Social Work Policy • SWK 204: Cultural Diversity • SWK 206: Human Behavior and the Social Environment I • SWK 265: Professional Writing for the Helping Professions • Students MUST have a 2.5 cumulative GPA (by the end of their third semester or 45 credits) to be invited to apply for admission. • Students MUST have fulfilled the 2-semester requirement of Christian Service and document this in their Portfolio. • Students MUST write a self-assessment of their progression in understanding their developing role as a professional social worker. • Students MUST submit letters of recommendation: one personal, one professional/vocational and one educational (from a non-social work professor). • Students MUST complete the application form. • Students MUST provide a current resume. • Students MUST provide completed PA Criminal and Child Abuse clearances <p>Once these requirements are met, the student makes an appointment with the Social Work Program Director (to occur no later than the last week in April for fall admission) to discuss their interest and intent regarding the Social Work Program.</p> <p>Interviews will be scheduled with interested students prior to the end of the semester. Each student will receive written notification of the decision pertaining to their admission into the Social Work Program once all the requirements have been met. The Admission Committee is comprised of the Social Work Program Director, Social Work Program Field Director, and other social work faculty members.</p>

	<p>Of important notice, in the evaluation of transfer credits or past experiences, academic credit is not given in Lancaster Bible College's Social Work Program for life experience or previous work experience.</p> <p>A student who does not fully meet one or more of the admission criteria may be admitted to the Social Work Program on a provisional basis, primarily due to not completing one of the foundational social work courses. This decision is made by the Admission Committee. Students will only be invited to apply to the admissions process if their GPA is 2.5 or greater. Students must also maintain a 2.5 or greater overall GPA to remain in good standing with the Social Work Program. Students who fall below the 2.5 GPA requirements will be given ONE semester (15-18 credits) to improve their GPA to acceptable standards (2.5 or greater). Faculty will monitor the student's progression with their GPA. The following serves as some recommended activities for the student to consider if there are ongoing academic struggles:</p> <ul style="list-style-type: none"> • Attend weekly tutoring through the Ally and Writing Centers • Consider participation in study groups or private tutoring • Re-evaluate work or extra-curricular activities • Attend all classes and minimize the use of skips for emergency purposes • Proactively meet with the professors if academic challenges exist in the courses • Consider using the free services of the C3 Counseling program • Develop an organization system for course assignments • Consider taking summer/winter courses to lighten the academic load during the Fall or Spring semesters <p>A student who fails to meet the GPA requirement by the end of their Junior year is ineligible to participate in their Field Internship during their Senior Year. Failure to demonstrate satisfactory academic performance within the timeframes will result in dismissal without possibility of re-admission to the Social Work Program. The student would be advised to consider changing their major to Biblical Studies with a Human Services concentration. The Social Work Program also complies with the Lancaster Bible College's policy on Academic Probation outlined in the following section.</p>
Effective Date	August 15, 2015 (1A)
Last Updated Date	January 10, 2019 May 26, 2020

Policy 2A

APA Policy

Purpose	To establish professional writing standards for the Social Work Program.
Rationale	Writing assignments are expected to reflect college standards for grammar and mechanics. The Social Work Program has adopted the American Psychological Association (APA) format for all required papers written within a SWK course. All papers must be typed, double-spaced, with one-inch margins and twelve-point font in Times New Roman. Citations and references must conform to the APA formatting and style. Title page, abstract, introduction paragraph, conclusion paragraph and references page are all required, unless noted by the course instructor.
Process	<p>Students should be acquainted with the resources provided by the Social Work faculty on the learning management system (Canvas). Students should refer to these resources frequently and use the recommended templates for their written work. MLA papers will NOT be accepted within a SWK course, unless the instructor explicitly communicates this exception. Students should also utilize the resources afforded by the Writing Center and may be required to submit documentation that an appointment was scheduled with the Writing Center. Resources are available at the following link: https://www.lbc.edu/undergraduate/academics/academic-resources/ally-center-resources/#</p> <p>The following rubric is used to grade Writing Mechanics within APA required assignments across the Program: Exemplary: Writing demonstrates a sophisticated clarity, conciseness, and correctness, using APA formatting correctly; includes thorough details and relevant data and information; extremely well-organized Accomplished: Writing is accomplished in terms of clarity and conciseness and contains only a few errors in APA formatting; includes enough details and relevant data and information; well-organized Developing: Writing lacks clarity or conciseness and contains numerous APA errors; gives insufficient detail and relevant data and information; lacks organization Beginning: Writing is unfocused, rambling, or contains multiple errors in writing; has limited grasp of APA formatting requirements; lacks detail and relevant data and information; poorly organized</p> <p>Effective Fall of 2019, the SWK Program will be offering a REQUIRED cross-categorized course: SWK/LAN 265: Professional Writing for the Helping Professions. This course will be a required course for the class of 2022.</p>
Effective Date	May 1, 2019
Last Updated Date	May 26, 2020

Attendance Policy

Purpose	To clarify institutional guidelines for the attendance in traditional and blended courses.
Rationale	The LBC institution has an 80% attendance policy for all classes; however, students enrolled in blended classes often get confused about the attendance in non-traditional classes that may meet at different times throughout the week.
Process	<p>The following will be reflected on the course syllabi but is reflected in this policy manual for reinforcement.</p> <p>A. Traditional—meets Monday, Wednesday, and Friday:</p> <p><i>Attendance Policy</i> – According to the LBC policy, students must attend 80% of classes, which allows for a maximum of 9 total hours of <i>excused or unexcused</i> absences, or a total of 9, 1-hour classes that can be missed. Students must attend at least 80% of the classes that meet on Monday, Wednesday, and Friday. Students who miss more than 9 hours of in-class time may fail the class for the semester. It is the student’s responsibility to keep track of the number of missed classes. The student is responsible for notes given and assignments when a class is missed. If a student is absent on the day that an exam or class activity is given, it is the student’s responsibility to make arrangements with the professor to make up the missed work. Excuses other than documented medical illness will need to be discussed in advance with the instructor in order to take an exam at an alternate time. In the work world, employees are expected to be at their jobs every day, on time, and ready to work. The same standard is expected in the classroom. Special circumstances will be the unusual occurrence and must be discussed with the instructor prior to the missed class with a satisfactory plan developed by the student.</p> <p>In line with the Social Work handbook, all social work students must receive a C or greater in all core social work courses.</p> <p>B. Traditional—meets Tuesday and Thursday:</p> <p><i>Attendance Policy</i> – According to the LBC policy, students must attend 80% of classes, which allows for a maximum of 9 total hours of <i>excused or unexcused</i> absences, or a total of 6, 1 1/2-hour classes that can be missed. Students must attend at least 80% of the classes that meet on Tuesday and Thursday. Students who miss more than 9 hours of in-class time may fail the class for the semester. It is the student’s responsibility to keep track of the number of missed classes. The student is responsible for notes given and assignments when a class is missed. If a student is absent on the day that an exam or class activity is given, it is the student’s responsibility to</p>

make arrangements with the professor to make up the missed work. Excuses other than **documented medical illness** will need to be discussed **in advance** with the instructor in order to take an exam at an alternate time. In the work world, employees are expected to be at their jobs every day, on time, and ready to work. The same standard is expected in the classroom. Special circumstances will be the unusual occurrence and must be discussed with the instructor prior to the missed class with a satisfactory plan developed by the student.

In line with the Social Work handbook, all social work students must receive a C or greater in all core social work courses.

C. Blended—meets twice a week:

Attendance Policy – According to the LBC policy, students must attend **80%** of classes, which allows for a maximum of 6 total hours of *excused or unexcused* absences, or a total of 6, 1-hour classes that can be missed. Students must attend at least 80% of the in-person classes. As this is a blended course, there will be graded assignments in lieu of in-class lecture. Students who miss more than 6 hours of in-class time may fail the class for the semester. **It is the student’s responsibility to keep track of the number of missed classes.** The student is responsible for notes given and assignments when a class is missed. If a student is absent on the day that an exam or class activity is given, it is the student’s responsibility to make arrangements with the professor to make up the missed work. Excuses other than **documented medical illness** will need to be discussed **in advance** with the instructor in order to take an exam at an alternate time. In the work world, employees are expected to be at their jobs every day, on time, and ready to work. The same standard is expected in the classroom. Special circumstances will be the unusual occurrence and must be discussed with the instructor prior to the missed class with a satisfactory plan developed by the student.

In line with the Social Work handbook, all social work students must receive a C or greater in all core social work courses.

D. Blended—meets once a week:

Attendance Policy – According to the LBC policy, students must attend **80%** of classes, which allows for a maximum of 6 total hours of *excused or unexcused* absences, or a total of 3, 2-hour classes that can be missed. Students who miss more than 6 hours of in-class time may fail the class for the semester. **It is the student’s responsibility to keep track of the number of missed classes.** The student is responsible for notes given and assignments when a class is missed. If a student is absent on the day that an exam or class activity is given, it is the student’s responsibility to make

	<p>arrangements with the professor to make up the missed work. Excuses other than documented medical illness will need to be discussed in advance with the instructor in order to take an exam at an alternate time. In the work world, employees are expected to be at their jobs every day, on time, and ready to work. The same standard is expected in the classroom. Special circumstances will be the unusual occurrence and must be discussed with the instructor prior to the missed class with a satisfactory plan developed by the student.</p> <p>In line with the Social Work handbook, all social work students must receive a C or greater in all core social work courses.</p> <p>Remote Learning statement: Due to COVID-19, the institution made specific attendance policies for courses. Each faculty will reflect these policies on their Canvas course site.</p> <p>Social work students should clearly understand the importance of participation when enrolled in remote learning.</p>
Effective Date	Adopted 6/18
Last Updated Date	May 26, 2020

Chapel Attendance Policy

Purpose	To address some of the concern raised by students about attendance at chapel while in senior internship, junior practicum, or commuting.
Rationale	<p>Chapel attendance is considered a curricular requirement for all LBC students. It is recognized that dueling curricular expectations (i.e. practicum and internship) interfere with a student’s ability to attend chapel on Tuesday, Wednesday, or Thursday from 9:10—10:00AM.</p> <p>The intent of this policy is to avail an option for SWK students to experience the community that a chapel experience offers within the social work student body, enhancing the spiritual condition of the students and faculty, and to assist students meet the “curricular” demands of the current chapel policy. The Council on Social Work Education (CSWE) accredits our SWK Program and students must demonstrate the following competency to meet curricular requirements:</p> <p>Synthesize social work values and one’s biblical worldview when working with individuals, families, groups, organizations and communities.</p> <ul style="list-style-type: none"> • Identify personal values and behaviors that emerge from a biblical worldview • Demonstrate behaviors that are aligned with a biblical worldview • Articulate how the spiritual dimension is an integral part of the whole person
Process	<p>The Office of Student Affairs reserves the right to establish the required number of chapel hours for all students. The SWK Program will offer 8 chapel lunches for seniors and juniors per semester. This will allow students to meet the required chapel attendance requirements for all junior and senior students per semester. Additionally, those students who are required to meet with the Field Instructor during the Chapel Hour (9:10—10:00) for group supervision will be able to schedule those meetings without conflict.</p> <p>At the beginning of every semester, the Social Work faculty will provide a list of dates for the SWK Chapels to all students. Chapel meetings will be held in a designated room and will commence at 11:40 and end at 12:15. Students will be able to bring their lunch. Attendance is taken, and the message will be delivered by social work faculty and/or invited guests that will offer a biblical charge to the students relating to issues relevant to the social worker experience.</p>
Effective Date	Piloted Spring 2019; May 2019
Last Updated Date	

Christian Service Policy

Purpose	To provide clarification for students regarding the institution’s requirement for Christian Service during the second year of study.
Rationale	All LBC students are required to provide documentation of Christian Service (CSV 201 and 202—30 hours each semester with a total of 60 hours). Historically, students are not mindful of the curricular requirements for Christian Service which MUST be met before full admission to the Social Work program.
Process	<p>Student meet with their Faculty Advisor to discuss their plans to complete their Christian Service requirement which is managed through the Office of Student Affairs. The following memo is added to this Policy for clarification.</p> <p>Memo</p> <p>To: Academic Advisors – Lancaster Campus From: Sarah Dillon, Associate Dean for Student Engagement & Retention CC: Katie Judy, Registrar Re: Christian Service Requirement (CSV201 & 202)</p> <hr/> <p>To streamline and answer some of the questions surrounding the Christian Service requirement in this season of advisement and registration, I wanted to share the following:</p> <p>To fulfill the Christian Service requirement, students will complete the following:</p> <p><u>Christian Service Contract</u>: Each student will complete and submit a contract to the Student Affairs Office. The contract can be found in Canvas. This contract should be submitted and approved prior to fulfilling any Christian Service hours for each semester.</p> <p><u>Personal Reflection</u>: Each student will submit an online personal evaluation by semester’s end responding to and reflecting on his/her Christian Service experience. This personal reflection will be based on what the student has learned in the areas of ministry, character, spiritual maturity, or relationships.</p> <p><u>Supervisor Evaluation</u>: Supervisors will receive an online evaluation form to be completed and returned to the Student Affairs office.</p> <p>The links and forms for these assignments become available to students in Canvas once the register for the course.</p>

	<p>Traditionally, one semester of CSV201 (30 hours) and CSV202 (30 hours) are required for graduation. This is typically completed during the sophomore year. It should be noted that CSV201 and 202 are also offered in the summer (at no cost as it is non-credit bearing).</p> <p>Accepting service previously completed is approved on a case by case basis. Our intent is that this requirement encourages an on-going level of service among our students rather than “checking a box.” Certain circumstances do provide grounds for the requirement to be waived/other service to fulfill the requirement. Examples include but are not limited to:</p> <ul style="list-style-type: none"> • Students who transfer to LBC with enough credits that put them at Junior or internship eligible status (for example, if a student is transferring and the next step in their academic progress is internship, we waive the CSV requirement). • Students who have completed service through the LBC Gap Year program, Word of Life Bible Camp, or a CSV equivalent at another institution can often receive partial (one semester) or full credit for LBC’s CSV requirement. • Students serving on campus in a peer leadership role (Ally Center mentor, residence life, Student Activities team etc.) can use this to fulfill their requirement. A paid on-campus job cannot be substituted for this requirement.
Effective Date	Required since 2015
Last Updated Date	4/27/19

Clearances Policy

Purpose	To provide clarification for students about the need for updated clearances to begin Practicum and continue into Field Education.
Rationale	All organizations that host students and employ social workers are required to document compliance with volunteer and staff clearances. Each organization has their own standards. Therefore, all social work students must obtain and maintain current (within the past year) clearances. The admissions interview committee will want to see the clearances to measure the student’s commitment to the Social Work Program.
Process	<p>All students are provided enough time to obtain their PA Child Abuse and State Police (Criminal) clearances prior to their admission interview. Students can access the links below via the folder in the professional development folder in Canvas. Students are NOT required to obtain the FBI clearances unless the agency that is hosting them requires such. Attention to detail when completing these clearances is crucial.</p> <p>When the clearances return, students are to forward a copy to the SWK Office and make copies for their records. The SWK program is often requested to send copies of the clearances to individuals considering a hosting for Practicum or Internship. Most volunteer agencies will need current clearances within a year of your start, therefore, it is highly encouraged for the student to have the most current clearances prior to the start of their Junior Year. There are 3 clearances that most social service providers will require: Child Abuse, Criminal, FBI.</p> <p>Each has a separate webpage covered below.</p> <p>1. PA Child Abuse (electronic submission)</p> <p>Fee: Free for Volunteers (when you become an intern you need to complete this again as an employee)</p> <p>You will find detailed instructions for the PA Child Abuse clearances at the following website:</p> <p>https://www.compass.state.pa.us/cwis/public/home (USE GOOGLE SEARCH ENGINE):</p> <ul style="list-style-type: none"> • You will need to create a login. Through this process you will need to have an active e-mail address and respond with the temporary password they provide and then login again with your New Keystone ID and change your password • You will need to have all the addresses you lived at since 1975

- **You will also need to know all the household members' names and ages since 1975**
- You want to check the box that indicates Volunteer, unless you have already received a volunteer clearance. A volunteer applicant is good for 57 months ONE TIME ONLY.
- You must pay \$10 with a credit card unless you are registering as a volunteer.
- Once you are logged in, click Access My Clearances (read the information and click Continue) (It may ask you to login again).
- Top right click Create Clearance Application box—read the page (important to read)
- Click the box for Volunteer. This will take you to two responses:
 - Choose the appropriate category in the first drop down box (most likely will be “other”)
 - Then type Lancaster Bible College in the other drop-down box
- This will then take you to the Applicant Information page for you to complete. Here is where you need all the previous household members, their ages, and previous addresses.
- Once you complete this section you will need to complete processing by attesting to the volunteer status.
- You must digitally sign and date the form
- After you complete this, you will receive an e-mail which you want to follow to get the results of the clearance which could take up to 14 days.
- **Results: Print a copy of the results and provide us with a copy for your Student Record.**

2. PA State Criminal Clearance (electronic submission)

Volunteer Fee: No charge

You will find detailed instructions for the PA State Criminal Clearance at the following website:

<https://epatch.state.pa.us/Home.jsp>

This is an electronic filing clearance

- Click on the link to “New Record Check” (Volunteers Only)
- Accept the Terms and Conditions
- Complete the highlighted fields. Purpose should be for “Volunteer”
- Follow the instructions and await the report to be generated

	<ul style="list-style-type: none"> • Print out the certificate results when completed. IMPORTANT: It will only allow you one time of printing, so make sure that you are able to print this and make copies for yourself. <p>Time frame for return: Immediate, unless there is a history</p> <p>3. FBI Fingerprinting</p> <p>IMPORTANT: FBI Fingerprinting will be required through the student's agency and will require the service code of the agency to start the fingerprinting process.</p> <ul style="list-style-type: none"> • After you have received the service code you will find detailed instructions at the fingerprinting website: https://www.identogo.com/locations/pennsylvania • Each service code has individualized instructions for you to follow • The fingerprint-based background check is a multiple step process. You do not need to make an appointment before showing up at an Identogo site, but pre-registration is required. Once registered, scheduling an appointment may lead to lesser/no wait times. For additional information contact IDEMIA at 844-321-2101 or visit their website www.identogo.com. • The cost is \$23.00 for the fingerprint service and to secure the criminal history record. Payment can be made online using a debit or credit card or using a money order or business check onsite after fingerprinting is completed. If payment is being made at an onsite location, arrangements must be made for this when registering. • Locations and hours for fingerprinting sites can be found here, www.identogo.com/locations. You will need to present an approved type of photo identification. Approved types of identification include a current, valid and unexpired picture identification document. As a primary form of picture identification, a state-issued driver's license may be presented by an applicant when being fingerprinted.
Effective Date	2015
Last Updated Date	December 2017

Policy 7A

Cross-Cultural Requirement (SWK 400) Policy

Purpose	To provide clarification for students to complete a cross-cultural requirement (0 credit) as part of the curricular offering.
Rationale	Each program is required to address the cross-cultural requirement within their curricular design. The SWK Program encourages students to travel internationally and/or spend time in a context where their worldview will be challenged.
Process	<p>Students enroll in SWK 400 when they know they are going to be completing their cross-cultural requirement. Students submit a paper (in APA format with Title Page, Introductory Paragraph, Body of Paper, Concluding Paragraph; no Abstract or Reference page needed) on Canvas to address the following:</p> <ul style="list-style-type: none"> • Define your own worldview in comparison to the worldview of the culture you experienced • What emotional, physical, and spiritual challenges did you face in adjusting to that culture? What challenges do you think someone from that culture would face if they were to be placed in your own culture? • How is biblical truth relevant to this culture? How are biblical truths applied in this culture, or if biblical truths are not applied, how could they be applied or encouraged in a culturally appropriate manner? • What characteristics of interpersonal relationships are displayed in this culture? How are interpersonal relationships you observed unique to this culture? • What are several ways you could use your future career in a cross-cultural setting? <p>Students will have until their graduate to complete this requirement. Advisors will ensure students complete this requirement prior to the degree audit and graduation.</p>
Effective Date	August 2018
Last Updated Date	

Goodness of Fit Policy

<p>Purpose</p>	<p>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 Social Work Program. This policy reflects the collaboration between the Social Work faculty and student representatives from Phi Alpha. Scope: This policy applies to all Intent to Major Social Work students and may also be reviewed once a student is admitted to the Social Work Program.</p>
<p>Rationale</p>	<p>The LBC Social Work Program evaluates student performance in line with the NASW Code of Ethics. “Social workers who function as educators or field instructors for students should evaluate students’ performance in a manner that is fair and respectful.” (NASW Code of Ethics, 3.02b—Ethical Responsibilities in Practice Settings) Occasionally, a student may present with interpersonal characteristics that may prevent them from providing ethical service to clients through their Practicum or Internship. The Code of Ethics outlines the following ethical responsibilities to colleagues:</p> <p>2.09 Impairment of Colleagues</p> <p><i>(a) Social workers who have direct knowledge of a social work colleague’s impairment that is due to personal problems, psychosocial distress, substance abuse, or mental health difficulties and that interferes with practice effectiveness should consult with that colleague when feasible and assist the colleague in taking remedial action.</i></p> <p><i>(b) Social workers who believe that a social work colleague’s impairment interferes with practice effectiveness and that the colleague has not taken adequate steps to address the impairment should take action through appropriate channels established by employers, agencies, NASW, licensing and regulatory bodies, and other professional organizations.</i></p> <p>2.10 Incompetence of Colleagues</p> <p><i>(a) Social workers who have direct knowledge of a social work colleague’s incompetence should consult with that colleague when feasible and assist the colleague in taking remedial action.</i></p> <p><i>(b) Social workers who believe that a social work colleague is incompetent and has not taken adequate steps to address the incompetence should take action through appropriate channels established by employers, agencies, NASW, licensing and regulatory bodies, and other professional organizations.</i></p>

Process	<p>Students will be asked to review this Policy at the time of the Admissions interview and sign an Acknowledgement Form that they have received the form and agree to adhere to the policy. The following process is outlined for students to review:</p> <ul style="list-style-type: none"> • Social Work faculty observes each student in the classroom setting during their foundational years of study. During 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; <ul style="list-style-type: none"> ○ Chronic tardiness to class ○ Racially offensive words or behaviors ○ Lack of participation in class discussions ○ Failure to complete assignments in a timely fashion ○ Chronic excuses for missed work or academic performance ○ Excessive classroom disruptions ○ Inappropriate communication with faculty or others either in the classroom or outside, also including e-mail or social media communication ○ Failure to comply with faculty directives to correct behaviors ○ Dishonesty ○ Other concerning interpersonal challenges which interfere with learning in the following areas: <ul style="list-style-type: none"> ▪ Communication skills ▪ Cognitive skills ▪ Appreciation of Diversity ▪ Coping skills ▪ Professional commitment ▪ Professional conduct ▪ Self-awareness ▪ Ethical obligations • Social Work faculty document the concerning behaviors in the student's electronic file • Social Work advisors interact with one another to ensure the concerning behaviors are communicated during advising • Social Work 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. • Prior to Social Work Admission invitations, Social Work 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 social work faculty. • 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.
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	<ul style="list-style-type: none">• Invitations for Admission submission will only be sent to those students who have demonstrated interpersonal competence.
Effective Date	Effective May 2015
Last Updated Date	

Grade Acknowledgement Policy

Purpose	To reinforce the student’s competence by setting standards, approved by CSWE, for the grades received in required social work courses.
Rationale	Social work faculty must ensure students are competent in knowledge, values, skills, and cognitive/affective processes through the CSWE accreditation process. This policy establishes grade expectations for all social work students.
Process	<p>All social work students are required to review and sign off on the Grade Acknowledgment Form that outlines the conditions necessary for successful completion of social work coursework.</p> <p>Social Work faculty are responsible for ensuring that students demonstrate competency across the social work curriculum. One aspect of this responsibility is the requirement for specific grade standards in core social work courses. According to the Social Work Program policy, students MUST receive a C or greater in the following core courses to successfully progress to graduation with a BSW degree:</p> <p>SWK 102: Introduction to Social Work SWK 202: Social Welfare Policy SWK/HUM 204: Cultural Diversity SWK 206: Human Behavior and the Social Environment I SWK 265: Professional Writing for the Helping Professions SWK 302: Practice with Individuals SWK 303: Practice with Families and Groups SWK 307: Human Behavior and the Social Environment II SWK 401: Practice with Organizations and Communities SWK 410: Research Design SWK 460/F: Field Seminar/Internship I SWK 461/F: Field Seminar/Internship II</p> <p>Students who are unable to earn a C in these classes MUST retake the course to be granted a BSW degree. Social Work elective courses are not considered core curricular courses; however, social work students should strive for excellence as all grades are visible on the student’s transcript which may prevent employment opportunities in the future.</p> <p>Freshmen and sophomore students: Repeating a social work class will impact your GPA and may prevent formal admission to the Social Work program by the end of the sophomore year.</p> <p>Junior students: Receiving a grade below a C in any Practice class will prevent your ability to progress to Field in a timely manner because of the</p>

	<p>need to retake the course. Students should strive to excel in the Practice classes due to the importance of entrance into a Field Internship.</p> <p>Seniors: During the student’s final year, the Social Work faculty will issue mid-term grades to all social work students, discussing concerns with specific students who may be at risk of receiving a grade lower than a C. If a last year senior student receives a grade below a C in a core social work class, the student will receive an Incomplete for the course and will have 4 weeks to complete an individualized plan of correction to demonstrate curricular competency prior to the issuance of the BSW degree.</p> <p>I acknowledge that I have reviewed this policy, had an opportunity to discuss any questions with a faculty member, and understand the information presented.</p> <p>_____ _____ Student Signature Date</p> <p>_____</p> Student Printed Name <p>_____</p> Faculty Signature
Effective Date	Effective June 8, 2018
Last Updated Date	May 26, 2020

Internship Agency Selection Policy

Purpose	To provide guidance to students in determining if a potential field internship setting meets the expectations for a senior social work internship.
Rationale	Field education is a crucial component of a BSW educational experience. It is crucial that there is a collaborative partnership between the student, the Field Director, and the potential agency that will host the student. This policy is intended to provide basic clarification for choosing an appropriate internship site.
Process	<p>The Field Director meets with each student preparing to enter a field setting to determine if the potential site will provide an appropriate learning opportunity for the student.</p> <p>When selecting a field site for a student, the Field Director assesses if both the student and Field Instructor are committed to engaging in and providing opportunities for competency to be reached through generalist practice. The student, Field Instructor and Field Director develop and approve the student’s Learning Plan that outlines specific activities to be completed during field instruction.</p> <p>The Field Director maintains a list of specific internship sites that offer the opportunity for in-person client or constituent contact. Criteria for a site to be considered for placement is as follows:</p> <ul style="list-style-type: none"> • The agency or organization must be committed to the training and supervision of the social work student in the skills and roles of generalist practice. • The agency or organization must be willing to abide by the <i>affiliation agreement</i>. • The agency or organization must share or promote the values of the social work profession. • The agency or organization must be able to offer the intern direct client contact. Micro, mezzo and Macro level internship clientele will differ significantly, but both are appropriate. • The agency Field Instructor must commit to regular observation of the intern when having in-person contact with clients and constituencies. <p>When agencies provide generalist practice opportunities, students can practice social work behaviors that advance competence while under the guidance of a supervisor. By nature of the profession, students are not always observed by a supervisor. Therefore, students produce a weekly log citing examples of how they specifically practiced the behaviors of social work throughout the week. These logs are monitored and reviewed by the</p>

	<p>Field Director and Field Liaison and made available to the Field Instructors and Task Supervisors.</p> <p>Students will be frequently observed by their Field Instructors, Task Supervisors and other agency staff when in contact with clients and constituencies. Students will also have the opportunity to self-report in the Field Seminar class about their contact with clients and constituencies. Under both circumstances, feedback will be given to students. Additionally, students will complete weekly logs outlining how they are working toward competency in the social work profession. Student submissions are frequently based on situations where client contact has occurred, thus giving the Field Seminar instructor additional opportunity to assess student competence with clients.</p> <p>The organization where a student will be placed must agree to offer the student a minimum of 420 hours during their internship experience. The 420 hours is obtained through a variety of tasks performed by the student to include, but not limited to: orientation and training, supervision, shadowing staff, staff meetings, multidisciplinary meetings, completing intake assessments, researching services, managing case records, documentation of client contacts, service referral and delivery, direct client contact, etc. The student will outline specific learning goals each semester that are unique and specific to the student's field setting.</p>
Effective Date	May 2018
Last Updated Date	

Policy 11B

Late Assignment Policy

Purpose	To reinforce excellence in student achievement, preparing them for social work practice and professionally socialize the student to the demands of the career.
Rationale	<p>This policy was reviewed with the social work student body and Phi Alpha membership for approval. Periodic review with the Student Advisory Council confirms the importance of this policy to encourage student organization.</p> <p>Social workers must be timely in their submission of work. Failure to do so negatively impacts client systems and the social worker’s reputation. As Christ-followers, LBC students should demonstrate excellence in their timely submission of work, organizing themselves to meet multiple demands that are required in the social work profession.</p>
Process	<p>Every syllabus outlines the policy that it is unacceptable to produce late work. The consequences for the student impacts the grade; however, in the social work profession submission of late work is grounds for termination. However, each faculty member reserves the right to postpone an assignment for the entire class, not giving preferential treatment to one individual, so that fairness and equity can be extended. It is understood that emergencies arise in everyone’s life; however, this is the exception not the rule in the academic context.</p> <p>Late Assignment Policy</p> <p>All work is due on the date noted in the syllabus and Canvas. Occasionally, as a class, there may be an extension given FOR THE ENTIRE CLASS, of NO MORE THAN A WEEK for the assignment, to allow students a period of grace. If this occurs, all students will benefit from this grace period. Students who are unable to complete an assignment by the due date will receive a 15% penalty for work submitted within the 24 hours after the due date. After the first day and every day thereafter, there is a 10% penalty for each day. Major assignments MUST be completed as they are aligned with student learning outcomes and are used to measure student competency. All assignments that are required for CSWE competency measurement MUST be completed to successfully pass the class. Failure to complete these measured assignments will result in the student receiving an Incomplete until the work is received.</p>
Effective Date	Effective June 2017
Last Updated Date	Updated May 2019

Policy 12A

Mandated Reporting Policy

Purpose	To establish expectations for students to complete the Mandated Reporting training prior to entrance into Practicum
Rationale	All social workers are mandated reporters. Students receive this instruction in many of their social work coursework. The LBC social work program has established expectations that each student will complete the Mandated Reporting training by the end of their sophomore year and prior to entrance into Practicum.
Process	<p>Students are provided an opportunity to complete the Mandated Reporting training when registered for SWK 202: Social Welfare Policy in their Spring semester.</p> <p>Students can complete the training by accessing the following link:</p> <p>https://www.reportabusepa.pitt.edu</p> <p>Students must provide the completed certificate to the SWK faculty who store this in the student’s electronic file. This certificate is often requested by Practicum and Internship sites prior to a student’s start.</p>
Effective Date	August 2015
Last Updated Date	

Participation Policy

Purpose	To establish guidelines for students to present themselves as lifelong learners and become actively engaged in their education, contributing to their learning and the learning of others.																						
Rationale	Social workers are leaders in their field and must demonstrate competence in oral communication. Students who are quiet in class and do not ask questions or give input do not display the skill of quality collaboration , a crucial skill for social workers. Social workers MUST be able to engage their clients in conversation and be open in group settings as part of the professional identity . The classroom is an opportunity to practice these skills and overcome the fear of public speaking. All social work classes are highly interactive, requiring frequent times of active preparation, attention, critical thinking, and engagement .																						
Process	<p>The following requirements are outlined on every social work syllabus but placed in this policy manual for reinforcement of this competency.</p> <p>Students are expected to actively participate in classroom discussion (engagement). A portion of your grade is based on your participation as follows:</p> <ul style="list-style-type: none"> • Freshman and Sophomores: 10% (SWK 102, SWK 202, SWK 204, SWK 206, SWK 265) • Juniors and Seniors: 15% (SWK 302, SWK 303, SWK 307, SWK 401, SWK 410, SWK 460/F, SWK 461/F) <p>Students should be prepared for class by reading all assignments as prescribed in the syllabus and thoughtfully consider how to enter the classroom interaction. It is expected that students will contribute to the maintenance of a healthy learning environment (integrity), respecting the dignity of one another. Therefore, cell phones and other media devices are prohibited unless being used for a classroom activity.</p> <p style="text-align: center;">Grading Rubric for Class Participation</p> <table border="1" data-bbox="297 1234 1549 1843"> <thead> <tr> <th data-bbox="297 1234 521 1346"></th> <th data-bbox="521 1234 721 1346">Exemplary (4 points)</th> <th data-bbox="721 1234 943 1346">Accomplished (3 points)</th> <th data-bbox="943 1234 1146 1346">Developing (2 points)</th> <th data-bbox="1146 1234 1346 1346">Beginning (1 point)</th> <th data-bbox="1346 1234 1549 1346">No Evidence (0 points)</th> </tr> </thead> <tbody> <tr> <td data-bbox="297 1346 521 1549">Frequency</td> <td data-bbox="521 1346 721 1549">Routinely contributes to the classroom discussion</td> <td data-bbox="721 1346 943 1549">Sometimes contributes to the classroom discussion</td> <td data-bbox="943 1346 1146 1549">Occasionally contributes to the classroom discussion</td> <td data-bbox="1146 1346 1346 1549">Infrequently contributes to the classroom discussion</td> <td data-bbox="1346 1346 1549 1549">Never contributes to the classroom discussion</td> </tr> <tr> <td data-bbox="297 1549 521 1843">Quality</td> <td data-bbox="521 1549 721 1843">Raises thoughtful questions, analyzes relevant issues, builds on others' ideas,</td> <td data-bbox="721 1549 943 1843">Provides some meaningful discussion and opinions based somewhat on the class reading, practice</td> <td data-bbox="943 1549 1146 1843">Contributes superficial information based mostly on opinion with some practice observation</td> <td data-bbox="1146 1549 1346 1843">Limited quality demonstrated in student's participation based on opinion with little to no</td> <td data-bbox="1346 1549 1549 1843">No quality in participation and/or does not contribute</td> </tr> </tbody> </table>						Exemplary (4 points)	Accomplished (3 points)	Developing (2 points)	Beginning (1 point)	No Evidence (0 points)	Frequency	Routinely contributes to the classroom discussion	Sometimes contributes to the classroom discussion	Occasionally contributes to the classroom discussion	Infrequently contributes to the classroom discussion	Never contributes to the classroom discussion	Quality	Raises thoughtful questions, analyzes relevant issues, builds on others' ideas,	Provides some meaningful discussion and opinions based somewhat on the class reading, practice	Contributes superficial information based mostly on opinion with some practice observation	Limited quality demonstrated in student's participation based on opinion with little to no	No quality in participation and/or does not contribute
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		synthesizes across readings and discussions, expands the class' perspective, and appropriately challenges assumptions and perspectives.	observations and other relevant material	and/or textbook reflections	synthesis of practice observation	
Attitude	Always respectful of others; demonstrates a positive attitude. Students feel safe participating in his/her presence.	Often has a positive attitude about the task(s). Usually treats others with respect.	Often or occasionally displays a positive attitude about the task(s) and behaves in a respectful manner.	Often is critical of the work or ideas of others. Rarely behaves in a respectful manner.	Disrespectful to others; poor attitude needing instructor intervention	
Focus	Arrives to class on time; No use of phone or other media when not part of class instruction; Alert and engaged in class on a daily basis; Shows no disruptive behavior.	Very rarely late to class; Occasional use of phone or other media when not part of class instruction; Awake and engaged in class nearly every day; Shows no disruptive behavior.	Sometimes late to class; Use of phone or other media when not part of class instruction has been distracting to instructor and others; Awake most of the time but has fallen asleep or has been distracting for a few classes.	Frequently late to class; Use of phone and other media when not part of class instruction has been a significant distraction; Student frequently sleeps and/or disrupts class.	Chronic tardiness resulting in missed classes; Needs significant instructor intervention regarding distracting behaviors in class; chronic use of phone or other media when not part of class instruction	

	Preparedness/ Engagement	Demonstrates excellent evidence of completion of reading, review of syllabi assignments, e-campus site, etc.; a resource for other students	Demonstrates evidence of completion of reading, review of syllabi assignments, e-campus site, etc.; regularly prepared and engaged for the class experience	Sporadically evidences preparedness for the class experience; frequently needs reminders about syllabi requirements; needs prompts to be engaged	Minimally evidences completion of pre-work for class; evidence of limited grasp of the syllabi or e-campus course contents; needs frequent prompts to be engaged	No evidence that work was completed prior to class in expectation of the class experience; not engaged in the individual or group experience
Effective Date	June 2018					
Last Updated Date	May 26, 2020					

Phi Alpha Membership Policy

Purpose	To establish guidelines for membership in the Phi Alpha National Honor Society.
Rationale	The LBC Social Work program has been a member of the Tau Tau chapter of Phi Alpha since 2014. The local chapter has adopted the guidelines from the national office. In 2019, the national guidelines changed for membership criteria. This policy reflects the updated bylaws and membership requirements.
Process	<p>The Phi Alpha faculty advisor conducts an end-of-semester review of all student grade point average and credit completion rate. This information is maintained on a database and serves as the resource for determining Phi Alpha membership. Additionally, the following guidelines, taken from the updated bylaws, are available for student review:</p> <p>Section 1. An undergraduate student is eligible for active membership after achieving the following National minimum requirements and meeting local Chapter requirements:</p> <ul style="list-style-type: none"> • Undergraduate student who has completed 50 or more credits toward the final BSW degree (37.5% of required coursework); • Completed a minimum of 9 credits in Social Work at Lancaster Bible College; • Students whose overall GPA is in the top 35% of all Social Work majors who have completed 50 credits; • Demonstrates upstanding character and leadership qualities; • Demonstrates excellence in the application of the core values of the social work profession to include the following: <ul style="list-style-type: none"> • Service • Social Justice • Competence • Integrity • Value of Human Relationships • Dignity and Worth of the Person; • Engagement within the community as demonstrated by a lifestyle of volunteerism.
Effective Date	February 2014
Last Updated Date	March 12, 2019

Practicum (SWK 360/361) Policy

Purpose	To establish guidelines for students to complete their Practicum requirements prior to entering Internship.
Rationale	<p>All students at LBC must complete a Practicum and Internship within their respective major. The Practicum experience for social work students begins the summer before the junior year and ends, no later than, the last week of the junior year. All hours must be completed by May of the student’s junior year.</p> <p>The following guidelines have been proposed, reviewed, and approved by the social work student advisory council and Phi Alpha leadership.</p>
Process	<p>Students begin their preparation for their Junior Practicum during their admissions interview. Students decide when and where they would like to complete their Practicum. The following outline is provided as options for students to consider:</p> <p style="text-align: center;"><u>Options for Junior Practicum: SWK 360 and SWK 361</u></p> <p>The Junior Practicum is an opportunity for social work students to observe social work in a practice setting which looks very different in differing contexts. Each student is required to complete two, 30-hour shadowing experiences in a field of their choice. This course is a Program requirement, appearing on the student’s transcript as Pass/Fail. Students have the flexibility of completing these requirements within their community of origin from May to May of their Junior year. Upon acceptance into the Social Work Program, students must develop a plan for completing their Practicum requirements. The following options are available:</p> <p>Option 1: Secure Practicums through existing contacts during the summer, fall or spring of their Junior year. These could be in their community of origin or within a context of a social service organization through their personal contacts. The following expectations exist for this option:</p> <ul style="list-style-type: none"> • Students secure their Practicum with resources within their community. The Practicum could begin after admission to the SWK Program and flexibly be coordinated with their personal schedule. • Students engage in a Practicum experience NO LESS THAN over an 8-week period and NO MORE THAN 16 weeks. • The student will be responsible for completing 3 Practice reflection logs per shadowing experience that will be turned in as an assignment on the e-campus site. • The student will complete a junior year comprehensive paper about their two Junior Practicum experiences prior to their entrance into a Field Internship.

Option 2: Practicum Facilitator will assist the student secure a Practicum experience in the Fall and Spring semesters in conjunction with their coursework.

- Students engage in a Practicum experience **NO LESS THAN** over an 8-week period and **NO MORE THAN** 16 weeks.
- The student will be responsible for completing 3 Practice reflection logs per shadowing experience that will be turned in as an assignment on the e-campus site.
- The student will complete a junior year comprehensive paper about their two Junior Practicum experiences prior to their entrance into a Field Internship.

All Practicum decisions MUST be reviewed with the Practicum Facilitator prior to being secured by the student. Prior to leaving for summer break, a decision about the student's chosen option needs to be communicated to the Practicum Facilitator for planning purposes.

A purpose of a Practicum experience is to assist the student in resume building, providing clarity for internship options. Therefore, the selection of a Practicum site should be an intentional process. Practicum sites must provide HUMAN social services contrasted with Christian Service which has more of a spiritual emphasis. Practicum sites must exist within a context of an organization with a defined supervisor who engages with the student and the student interacts.

Acceptable Practicum options:

- Nursing Homes
- Foster care agencies
- Homeless shelters
- Residential facilities
- Non-profit social service agencies
- YWCA, YMCA, Boys/Girls Club, Salvation Army, etc. (those with a national connection)
- Schools (with a social worker)
- Faith-based, human service agencies

These are NOT acceptable Practicum options:

- Summer employment as a lifeguard, coach, etc. A student can be employed but **MUST** have contact with a social service element of an organization.
- Mission trip **NOT** connected with a social service component.
- Church ministry **UNLESS** the observation occurs within a context of human service provision.

	<ul style="list-style-type: none"> • Child care facility UNLESS it is a developmental or medically fragile day care center. <p style="text-align: center;">Completion of Paperwork</p> <ul style="list-style-type: none"> • SWK 360: Students must complete 3 logs, the Hours Verification form, and have their supervisor complete the Practicum evaluation • SWK 361: Students must complete 3 logs, the Hours Verification form, have their supervisor complete the Practicum evaluation and complete a synthesis paper from both of their Practicum experiences (APA paper format) <p>All paperwork must be completed before the end of the Junior year. Failure to complete the Practicum requirements will prevent a student from progressing on to Field Internship.</p> <p>COVID-19 Statement: Due to COVID-19, the Practicum requirements were amended to accommodate the unique challenges that face many social service organizations. The SWK Program will endeavor to provide learning opportunities for students to support completion of their Practicum requirement.</p>
Effective Date	April 2018
Last Updated Date	May 26, 2020

Policy 16A

Professional Development Portfolio Policy

Purpose	To encourage the students to organize their educational experiences to prepare for entrance into the social work field.					
Rationale	Students who graduate with a BSW degree find themselves entering a highly competitive job market. Students who present themselves in an organized manner are poised to enter the field in a way that will impress potential employers. Students should begin their professional portfolio upon entrance to college and maintain this throughout their college career.					
Process	<p>The following activities are REQUIRED for all Social Work students to assist the students embrace the value of professional development and service within the LBC community. Each activity has been specifically identified as contributing to the student's professional growth, to be added to the student's e-portfolio once completed. This checklist will be reviewed at time of advising as well as periodically referenced during the years at LBC.</p> <table border="1" data-bbox="342 753 1430 1562"> <tr> <td data-bbox="342 753 878 1188"> <p>Freshman</p> <ul style="list-style-type: none"> <input type="checkbox"/> Attend New Student Orientation and Retreat <input type="checkbox"/> Review APA Writing resources on Professional Development site <input type="checkbox"/> Develop personal Goals and share with Advisor <input type="checkbox"/> Attend 1 SWSO event per year <input type="checkbox"/> Create e-Portfolio using Google sites </td> <td data-bbox="878 753 1430 1188"> <p>Sophomore</p> <ul style="list-style-type: none"> <input type="checkbox"/> Write resume through C3 or other supports <input type="checkbox"/> Complete formal application to the SWK Program Attend 1 SWSO event per year <input type="checkbox"/> Attend 1 Social Work Program sponsored Speaking Event <input type="checkbox"/> Attend Senior Recitals <input type="checkbox"/> Complete Christian Service <input type="checkbox"/> Update e-Portfolio <input type="checkbox"/> Review Goals and Progress with Advisor </td> </tr> <tr> <td data-bbox="342 1188 878 1562"> <p>Junior</p> <ul style="list-style-type: none"> <input type="checkbox"/> Attend 1 public professional seminar <input type="checkbox"/> Develop a self-care plan <input type="checkbox"/> Attend 1 SWSO Event per year <input type="checkbox"/> Attend MSW Presentation <input type="checkbox"/> Review Goals and Progress with Advisor <input type="checkbox"/> Complete Practicum requirements <input type="checkbox"/> Attend Senior Recitals <input type="checkbox"/> Update e-Portfolio </td> <td data-bbox="878 1188 1430 1562"> <p>Senior</p> <ul style="list-style-type: none"> <input type="checkbox"/> Review Goals with Advisor <input type="checkbox"/> Develop Professional Network and Support <input type="checkbox"/> Attend 1 SWSO Event per year <input type="checkbox"/> Engage in Political Activism <input type="checkbox"/> Finalize Portfolio </td> </tr> </table> <p>Students can choose the platform for their portfolio, preferably using an online platform for ease of use. Students can also access SWK support staff for assistance with their portfolio.</p>		<p>Freshman</p> <ul style="list-style-type: none"> <input type="checkbox"/> Attend New Student Orientation and Retreat <input type="checkbox"/> Review APA Writing resources on Professional Development site <input type="checkbox"/> Develop personal Goals and share with Advisor <input type="checkbox"/> Attend 1 SWSO event per year <input type="checkbox"/> Create e-Portfolio using Google sites 	<p>Sophomore</p> <ul style="list-style-type: none"> <input type="checkbox"/> Write resume through C3 or other supports <input type="checkbox"/> Complete formal application to the SWK Program Attend 1 SWSO event per year <input type="checkbox"/> Attend 1 Social Work Program sponsored Speaking Event <input type="checkbox"/> Attend Senior Recitals <input type="checkbox"/> Complete Christian Service <input type="checkbox"/> Update e-Portfolio <input type="checkbox"/> Review Goals and Progress with Advisor 	<p>Junior</p> <ul style="list-style-type: none"> <input type="checkbox"/> Attend 1 public professional seminar <input type="checkbox"/> Develop a self-care plan <input type="checkbox"/> Attend 1 SWSO Event per year <input type="checkbox"/> Attend MSW Presentation <input type="checkbox"/> Review Goals and Progress with Advisor <input type="checkbox"/> Complete Practicum requirements <input type="checkbox"/> Attend Senior Recitals <input type="checkbox"/> Update e-Portfolio 	<p>Senior</p> <ul style="list-style-type: none"> <input type="checkbox"/> Review Goals with Advisor <input type="checkbox"/> Develop Professional Network and Support <input type="checkbox"/> Attend 1 SWSO Event per year <input type="checkbox"/> Engage in Political Activism <input type="checkbox"/> Finalize Portfolio
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Effective Date	August 2017					

Last Updated Date	May 26, 2020
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Progression to Field Education Policy

Purpose	To establish guidelines about students progressing to Field Education
Rationale	The SWK Program notifies students of their status within the Program based on GPA and other requirements. Each student is interviewed by the Field Director to
Process	<p>Students are provided information about the requirements to progress to Field Education at the end of their first semester of their Junior year to include the following:</p> <ul style="list-style-type: none"> • Student GPA • Status of Practicum completion and evaluations • Successful completion of coursework <p>All social work students planning to complete a Field Internship are interviewed by the Field Director after the above-mentioned requirements are outlined in a letter sent to the student in the following format:</p> <p><i>At the end of the fall semester of your Junior Year, your GPA was recorded as [insert GPA]. According to the Field Education Manual:</i></p> <p><i>Students in the Social Work Program initially start as an “intent to major” student during the first 2 years of study. Students must maintain good professional character and achieve at least a 2.5 overall GPA during their “intent to major” years. Students must continue to maintain an overall GPA of 2.5 after formal admission to the Program. The Social Work faculty will monitor students during their junior year so as to ensure this standard is met for admission into Field Education. Students will have completed 2 semesters of Practice (Practice I: Individuals; Practice II: Families and Groups). Students will have 60 hours of Junior Practicum within the social work field as well as semester-end evaluations from the site supervisor for the Practicums. It is expected that the student receives acceptable evaluations from the junior practicum experiences prior to the entrance into their field internship. Should students receive evaluations that expose areas of professional incompetence, the Social Work Program Director and Field Director would address these concerns through a corrective action plan.) (The full document can be found on the LBC Social Work website at: http://www.lbc.edu/undergraduate/academics/academic-departments/counseling-social-work/social-work/field-education/index.)</i></p> <p><i>To advance to Field Instruction, you must receive a 2.5 at the end of your Junior Year. Failure to reach this basic educational requirement will result in your inability to enter Field Instruction. The following options are then available for you:</i></p> <ol style="list-style-type: none"> 1. <i>Take summer courses at LBC to improve your GPA to the minimum 2.5 requirement. To be approved for consideration for the upcoming year, all LBC courses must be completed by July 15 to obtain the assistance of the Field Director to secure an Internship.</i>

	<p>2. <i>Take a year off from full-time academic studies, take additional courses at LBC to improve your GPA</i></p> <p>3. <i>Continue with full-time studies with a change of major to General Human Services or Biblical Studies with a Human Services minor. This option allows you to graduate with your current class.</i></p> <p><i>These standards are set in the Program because of the Accreditation through CSWE.</i></p>
Effective Date	August 2018
Last Updated Date	

Statement of Non-Discrimination Policy

Purpose	To establish guidelines for non-discrimination for student learners.
Rationale	According to CSWE, the social work must establish a non-discrimination policy. Students practice non-discrimination in social worker and are to be the leaders in this field.
Process	<p>The Lancaster Bible College Social Work Program affirms the worth and dignity of all persons. In addition, it is believed and supported that everyone is a direct reflection of God, made in His image. In line with the institutional statement on non-discrimination, the Social Work Program does not discriminate based on race, color, sex (except where sex is a bona fide occupational qualification), ancestry, national origin, age, disability, veteran status, or genetic information. 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 Social Work student.</p> <p>The Social Work Program supports advocacy efforts for individuals, families, groups, organizations and communities. The Social Work 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 Social Work Program (faculty, field instructors, students, support personnel) has the right to respond to any incidents of discrimination during their functioning. A complaint may be related to any aspect of the Social Work 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.</p> <p>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, then the Academic Advisor will report such complaint to the Social Work Program Director. Within 2 weeks, the Social Work 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 Social Work 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.</p> <p>In addition, the College opposes all forms of discrimination and is in full agreement with the Ethnic Intimidation Act of 1982 (P.L. 537-154). The Act states that an individual who commits certain acts (e.g., arson, criminal mischief, or other property destruction, criminal trespass, harassment by communication or address) has also committed an offense under the Ethnic Intimidation Act if malicious intent toward the race, color, religion, or national origin of another individual or group of individuals is</p>

	<p>proven. The College will fully cooperate with law enforcement agencies in investigating all cases of discrimination on the campus of Lancaster Bible College.</p> <p>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.</p>
Effective Date	August 2015
Last Updated Date	December 21, 2016

Student Handbook Acknowledgement Policy

Purpose	To provide documentation that students have received, reviewed and understand the Student Handbook that is updated on an annual basis.
Rationale	According to CSWE, BSW students must receive and have access to review a Student Handbook that outlines the various components of the social work program. A form is provided to students at the first-year retreat and any new students that enter the program. A signed copy of the form is maintained in the student’s record.
Process	<p>One of the first forms that is used for beginning students during Advising is the Social Work Student Handbook Acknowledgement Form. A hard copy of the student handbook is given to all first semester students at the Social Work Retreat in the Fall of each year, this includes all transfer students as well. The handbook, which can also be found on the LBC website, https://www.lbc.edu/undergraduate/academics/majors/social-work/, outlines all the policies and procedures for the social work student. This document is updated annually, signatures of first semester students are obtained during the retreat and filed in the student’s advising file housed in the Social Work offices.</p> <p>The Acknowledgement Form is as follows:</p> <p style="text-align: center;">Social Work Student Handbook Acknowledgement Form</p> <p>I have received notification of the location of the Social Work Student Handbook on the Program website as well as receiving a hard copy of the Handbook. I have had the opportunity to review the Handbook. I understand that the Student Handbook outlines the policies and procedures which pertain to the Social Work Program at LBC. The Handbook supports and complies with the LBC Student Handbook. I understand that if I have any questions or concerns pertaining to the information contained in the Handbook that I may discuss these with the faculty of the Social Work Program. This acknowledgement form will be kept in the student’s file as acknowledgement of the Social Work Program’s policies and practices.</p> <p>_____</p> <p>Student Signature _____ Date</p> <p>_____</p> <p>Student Printed Name _____ Date</p> <p>_____</p> <p>Social Work Program Director Signature _____ Date</p>
Effective Date	August 2015
Last Updated Date	

Transfer of Credits and Life Experience Policy

Purpose	<p>This policy reflects the collaboration between the Social Work faculty and the Student Advisory Council. The purpose of this policy is to provide guidance to students who choose to take courses at other institutions to count toward credits for the BSW degree from LBC.</p>
Rationale	<p>Accreditation Standards: 3.1.4: The program describes its policies and procedures concerning the transfer of credits 3.1.5: The program submits its written policy indicating that it does not grant social work course credit for life experiences or previous work experience. The program documents how it informs applicants and other constituents of this policy.</p> <p>LBC Social Work Faculty Advisors assist students in determining an academic plan which assists students complete their degree in a timely and cost-savings manner. Many students choose to take courses at other institutions, as allowable by LBC representatives. Social Work faculty communicate closely with the Office of the Registrar to approve ALL courses that may be approved for transfer. Social Work Program representatives conduct regular degree audits for students to ensure the plan that is established is still in operation.</p>
Process	<p>I. Transfer Credits to enter LBC</p> <p>The Program Director, in conjunction with the potential student, the Office of the Registrar, and the Admissions Office evaluates potential courses that coincide with BSW curricular requirements. The following represent conditions of acceptance:</p> <ol style="list-style-type: none"> 1 No credit is given for life experience or previous work experience (Accreditation Standard 3.1.5) 2 Only 6 (out of 9 total) credits will count toward a Program Elective. Students must take at least 1 Social Work Program elective. 3 Credit cannot be given for Practice or Field courses (SWK 302, 303, 401, 460/F, 461/F) 4 The Office of the Registrar has ultimate approval of course transfers. <p>II. Courses taken while enrolled at LBC</p> <p>The Social Work Program established a curriculum design to assist the BSW student progress through the Program while taking between 15 and 18 credits per semester at LBC, without a need to take courses at other institutions. Students consult with their Faculty Advisor regarding a plan to successfully navigate through their education based on their identified needs (i.e. work schedule, commuter/resident, part-time/full-time, etc.).</p>

	<p>During each advising appointment the student and Faculty Advisor discuss the plan to complete the BSW degree in a timely manner. Students are provided options for course completion to include the following:</p> <ol style="list-style-type: none"> 1. Summer/Winterim options through LBC 2. Online courses for A&S credit through Straighterline 3. Courses through other institutions (i.e. Community College) 4. CLEP courses <p>If the student and the Faculty Advisor agree that the student will take courses through another institution or CLEP exam, they mutually agree on the timing to complete this coursework. Students sign off on the Course Completion Agreement Form which outlines a plan for students to complete the coursework as agreed upon during Advising.</p> <p>Social Work Program representatives will conduct a degree audit the summer before the student's final year to discover any discrepancies with the agreed upon plan this has been established.</p>
Effective Date	May 2019
Last Updated Date	

Travel of Students to Conferences Policy

Purpose	To establish guidelines for the sponsorship of students to attend local, statewide, and national conferences to contribute to their professional growth.
Rationale	Students who exhibit leadership within the social work program are eligible to attend conferences within the community or a broader context, sometimes accompanying social work faculty.
Process	<p>The Social Work program has established the following protocol to encourage student participation in professional development.</p> <ul style="list-style-type: none"> • The Social Work Student Organization (SWSO) will submit a request for funding to the Office of Student Affairs according to their timeline. • The SWSO faculty advisor will document the amount of student assistance that is approved each year and communicate this to the SWK faculty • Social Work faculty will identify professional development opportunities and plan according to the prioritization of attendance guidelines: <ul style="list-style-type: none"> ○ SWSO executive board ○ Phi Alpha executive board ○ Student workers ○ Student Advisory Council ○ Senior SWK students ○ Junior SWK students ○ Sophomore SWK students ○ Freshman SWK students • SWK faculty will identify, based on budgeting concerns, the number of students to be approved to attend professional development opportunities • Students will submit a SWK Student Attendance Conference Form to the SWK Program Director • No one student can received subsidized conference attendance for more than 2 conferences in each academic calendar year • SWK Faculty reserve the right to adjust the amount of subsidy given to each student per request.
Effective Date	May 2019
Last Updated Date	May 26, 2020

Appendix B: Academic Integrity Policy

Academic Integrity

In the world of education, academic integrity is seen as a desirable, foundational value. This is a topic of growing concern with new technologies making the temptation to violate the principles of academic integrity greater than ever. In addition to this wider academic desire for integrity, LBC seeks to help mold the character of students according to a biblical worldview and to send people of integrity into ministry. Academic dishonesty includes, but is not limited to:

1. **Plagiarism:** Submitting as one's own work part or all of any assignment which is copied, paraphrased, or purchased from another source, including online sources, without the proper acknowledgment of that source.
2. **Cheating:** Using or attempting to use unauthorized material or study aids for personal assistance in examinations or other academic work.
3. **Fabrication:** Submitting altered, contrived, or invented information in any academic exercise.
4. **Misrepresentation of Academic Records:** Tampering with any portion of a student's record.
5. **Facilitating Academic Dishonesty:** Helping another individual violate this Policy.
6. **Unfair Advantage:** Attempting, in an inequitable manner, to gain a more favorable playing field than fellow students have on an academic exercise.
7. **Multiple Submissions:** Submitting the same work to fulfill the requirements for more than one course without authorization of all instructors involved.
8. **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.

Procedures for Violations of Academic Integrity

In a course, each faculty member is responsible to monitor his/her class for academic integrity. Outside a course, the Provost is the monitor of 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 monitor's satisfaction, whether or not a violation has occurred. Monitors 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, and the report which will be sent to the Registrar.
2. If a student is accused of violating the Academic Integrity Policy, but subsequently the monitor 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 monitor/student meeting should be filed with the Registrar.
3. If the monitor determines that a violation has occurred, a report should be filed with the appropriate dean and to student services. Also, a duplicate of the report should be

provided to the student. (The faculty member must keep originals of tests, papers, 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, projects that provide evidence of the violation.
- d. Faculty recommendation.

4. The Registrar shall convene an interview to determine the appropriate penalties for the offense. The conclusion will be kept as part of the student's record in the Registrar's office.

5. The desire of the College is to act in redemptive rather than merely punitive ways. Consequently, in coordination with student services, counsel will be provided.

Penalties for Violating the Academic Integrity Policy— In a Course

1. For a first offense: after meeting with the student, the teacher will complete a report to the appropriate dean. The dean will determine with the professor whether the violation was minor and unintentional, warranting a failing grade for the assignment in question. Or, the Registrar with the professor will decide if the violation was flagrant and blatant, warranting a failure for the course.
2. For subsequent offenses, the penalty will be as follows:
 - a. Two minor/unintentional offenses will result in failure of the course.
 - b. Three minor/unintentional offenses will result in the Registrar recommending to the President that the student be expelled.
 - c. If the second offense is flagrant, the Registrar will recommend to the President that the student be expelled.
3. The Registrar will determine what sanctions will be imposed when a student confesses to having cheated in any course already completed.

Penalties for Violation of the Academic Integrity Policy—Outside a Course

1. For instances of violating the Academic Integrity Policy outside a course (such as interfering with the college records or vandalizing library materials), the case will be presented to the Provost who will investigate the alleged offense, and based on evidence suspend the student.
2. For second offenses, a recommendation will be made to the president that the student be expelled.

Appeals Process for Violation of the Academic Integrity Policy

The student may appeal in writing to the Student Appeals Committee. A student's intent to appeal a monitor's response to a violation must be communicated to the appropriate committee chairperson in writing within one week of the receipt of the written notification from the monitor dealing with the incident. The appeals committee should hear both the monitor and the student on the issue as well as review the documents. The decision of the committee may be appealed to the Provost, who has the final authority to remediate the action.

Appendix C: Disciplinary and Judicial Process

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.

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