

MA in Counseling Programs Handbook 2011-2012

**Marriage and Family Counseling Program
Clinical Mental Health Counseling Program
School Counseling Program**

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Statement of Philosophy

Professional counselors use various interventions to facilitate wellness, personal growth, and mental health among those whom they counsel. A multidimensional holistic view of persons examines the interplay of physical, psychological, social, and spiritual aspects of life. The practice of professional counseling is based on knowledge of mental health, counseling, and human development principles and involves cognitive, affective, behavioral and systems interventions and strategies.

Mission Statement

The mission of the Master of Arts in Counseling Programs is to educate and train students to develop knowledge, skills, and personal awareness necessary for them to function as professional counselors. The Marriage and Family, Mental Health, and School Counseling Programs serve students from both local and wide geographic areas who wish to integrate an understanding of Christian faith with professional counseling of diverse counselees in a variety of religious and secular settings. The programs are based on a holistic biological, psychological, social and spiritual understanding of human development. In addition to general counseling proficiency, students specifically are trained to become marriage and family, mental health, or school counselors.

- 1) The mission of the Marriage and Family Counseling Program is to train students in the knowledge, skills, and professional understanding of couples and family counseling.
- 2) The mission of the Clinical Mental Health Counseling Program is to train entry-level counselors capable of functioning competently and effectively in mental health delivery environments wherein they work from an overall developmental/wellness model utilizing a biopsychosocial framework that employs diagnostically informed intervention strategies.
- 3) The mission of the School Counseling Program is to prepare school counselors capable of supporting students and their development, and the work of the other professionals in educational systems through (1) excellence in knowledge and practice, (2) integrity through adherence to codes and standards for ethical practice, (3) management of their own professional development, and (4) competent school counseling and educational practice.

Outcomes

1. Students will demonstrate knowledge, skills, and personal awareness in the following core areas: human growth and development, foundations of faith-based counseling, group work, social and cultural foundations, the helping relationship, career and lifestyle development, appraisal, research and program evaluation, and professional orientation and ethics.
2. Students will demonstrate knowledge and understanding of the Christian faith and an ability to analyze and evaluate counseling issues from that perspective.
3. Students will demonstrate mastery of counseling knowledge, skills, and personal awareness in practicum and internship experiences and in a counseling specialization (marriage and family counseling, mental health counseling, or school counseling).

- a. Students in the Marriage and Family Counseling Program will demonstrate skills and knowledge so as to assess couple and family function and dysfunction; and join the respective relational system using interventions to create therapeutic change for the purpose of creating greater relational satisfaction within a framework of theoretical and ethical guidelines while being aware of social, cultural, sexual, and religious factors which impact the relational system in internship experiences.
 - b. Students in the Clinical Mental Health Counseling Program will demonstrate basic mental health counseling skills and mastery of essential mental health knowledge in internship endeavors.
 - c. Students in the School Counseling Program will demonstrate the knowledge and performance competencies to facilitate the academic, career, and social/emotional development of students through effective ethical application of counseling, consulting, coordinating, and appraising skills.
4. Given the array of different personal skills and abilities possessed by diverse individuals, students will select and develop a personal style of practice, supervised experiences, and professional development.

MA in Counseling Programs Description

There are three MA in Counseling Programs offered at Geneva College. The 60-credit Clinical Mental Health Counseling Program and the 60-credit Marriage and Family Counseling Program are designed in accordance with national counselor certification and state licensure standards and provide students with academic training necessary to become professional counselors. The 51 credit School Counseling Program additionally prepares students to be certified as elementary and/or secondary school counselors by the Pennsylvania Department of Education (PDE). This school counseling curriculum recently was expanded to address PDE-required competencies in special education and English language learning. All students receive exposure to core knowledge of the profession, which includes developmental theory, career development, assessment, research, ethics, multicultural awareness, counseling theory, and group work as well as training in the skills of helping. All students are required to participate in a 10-hour group laboratory designed to train group facilitators. Each student receives intense individual and group clinical supervision during practicum and 600-hour internship. Recent graduates of the programs have found employment in a variety of work settings including schools, clinics, church counseling centers, and public and private agencies.

The Clinical Mental Health Counseling program at Geneva College is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). The accreditation runs through 2016. The Clinical Mental Health Counseling program is currently accredited under the 2001 standards for Mental Health Counseling programs as a Mental Health Counseling program. The revised CACREP 2009 standards combine the Community Counseling and Mental Health Counseling standards into standards for Clinical Mental Health Counseling programs. The counseling program intends to seek accreditation for this program as a Clinical Mental Health Counseling program when it comes up for reaccreditation, per CACREP guidelines.)

Curriculum

Students in the Marriage and Family Counseling Program (60 credits) will complete:

CNS 504: Statistics 3
CNS 505: Testing and Appraisal 3
CNS 510: Foundations for Faith-Based Counseling 3
CNS 512: Research Design and Program Evaluation 3
CNS 514: Human Development 3
CNS 520: Counseling Theory 3
CNS 521: Counseling Skills 3
CNS 533: Career and Lifestyle Counseling 3
CNS 534: Social and Cultural Foundations of Counseling 3
CNS 536: Group Counseling 3
CNS 537 Professional Issues and Ethics in Marriage and Family Counseling 3
CNS 575: Foundations of Marriage, Couple and Family Counseling 3
CNS 577: Family Counseling/Therapy 3
CNS 578: Marital and Couple Counseling/Therapy 3
Three Electives 9
CNS 581: Marriage and Family Counseling/Therapy Practicum 3
CNS 582: Marriage and Family Counseling Internship 6

Students in the Mental Health Counseling Program (60 credits) will complete:

CNS 504: Statistics 3
CNS 505: Testing and Appraisal 3
CNS 510: Foundations for Faith-Based Counseling 3
CNS 512: Research Design and Program Evaluation 3
CNS 514: Human Development 3
CNS 520: Counseling Theory 3
CNS 521: Counseling Skills 3
CNS 533: Career and Lifestyle Counseling 3
CNS 534: Social and Cultural Foundations of Counseling 3
CNS 536: Group Counseling 3
CNS 538 Professional Issues and Ethics in Mental Health Counseling 3
CNS 501: Psychopathology and Diagnosis 3
CNS 541: Mental Health Counseling 3
CNS 548: Psychopharmacology 3
Three Electives 9
CNS 586: Mental Health Counseling Practicum 3
CNS 587: Mental Health Counseling Internship 6

Students in the School Counseling program (51 credits) will complete:

CNS 504: Statistics 3
CNS 505: Testing and Appraisal 3
CNS 510: Foundations for Faith-Based Counseling 3
CNS 512: Research Design and Program Evaluation 3
CNS 514: Human Development 3
CNS 520: Counseling Theory 3
CNS 521: Counseling Skills 3
CNS 533: Career and Lifestyle Counseling 3
CNS 534: Social and Cultural Foundations of Counseling 3

CNS 536: Group Counseling 3
CNS 539 Professional Issues and Ethics in School Counseling
CNS 502: Counseling Children and Adolescents 3
CNS 563: Organization & Management of School Counseling Programs 3
CNS 564: Curriculum, Learning, Inclusion, and Instruction for School Counselors 3
CNS 565: School Counseling Practicum 3
CNS 566: Elementary School Counseling Internship 3
CNS 567: Secondary School Counseling Internship 3

Course Descriptions

CNS 501 Psychopathology and Diagnosis (3) An exploration of understanding of mental illness. The study of the classification, etiology, and treatment of psychopathology and personality disorders. The course deals with the Diagnostic and Statistical Manual of the American Psychiatric Association (DSM) categorization of criteria for specific diagnoses.

CNS 502 Counseling Children and Adolescents (3) Theory and practice of counseling children and adolescents in school and community settings. Characteristics of at-risk children and exceptional needs students and the provision of counseling services to these children. Various topics include counseling related to disabilities, autism spectrum disorders, death and dying, child abuse, substance use, youth violence, teenage pregnancy, risky sexual behavior, behavioral disorders, mood disorders, anxiety, intellectual disabilities, learning disabilities, traumatic brain injury, chronic health problems, and eating disorders. Fall semester.

CNS 504 Statistics (3) An introduction to descriptive and inferential statistics. Topics include descriptive statistics, bivariate distributions, sampling, estimations, and tests of hypotheses.

CNS 505 Testing and Appraisal (3) Basic individual and group assessment techniques, test item construction, reliability, validity, and standardization. Students will become familiar with authentic, screening, diagnostic, formative, benchmark, and summative assessments relative to decision-making. Students will critique various assessment instruments (intelligence tests, ability tests, achievement tests, screening tests, interest tests, and personality tests) used by counselors. Socio-cultural factors, ethical factors, and legal codes relative to assessment of special populations, diverse learners, and English language learners will be addressed. Prerequisite: Statistics with a grade of 'B' or better.

CNS 510 Foundations for Faith-Based Counseling (3) A study of basic concepts of evangelical and Reformed Christian theology with special emphasis on biblical anthropology and the way it informs and critiques various counseling theories.

CNS 512 Research Design and Program Evaluation (3) Course provides the student with the necessary skills to professionally evaluate the current research in the field of counseling. Topics include research strategies, scaling and coding, internal and external validity, and program evaluation. Prerequisite: Statistics with a grade of 'B' or better.

CNS 514 Human Development (3) An exploration of major events in human development from conception through death. Developmental concepts that have universal application will be covered.

CNS 520 Counseling Theory (3) A comprehensive overview and integration of the major theoretical perspectives on the counseling process. An examination of the historical development of counseling theory, an exploration of affective, behavioral, and cognitive counseling theories, and the application of theoretical material to case studies. Foundational elements of the counseling process will be explored via academic activities and observation and critique of videotaped master therapist counseling sessions. Students will develop an initial personal theoretical orientation for counseling endeavors.

CNS 521 Counseling Skills (3) A comprehensive overview, integration, and application of major theories and techniques employed in the counseling process. Specific advanced counseling interventions by master counselors will be reviewed via videotape and critiqued. Initial counseling skills

will be developed via *in vivo* role play and will be reviewed and critiqued by the instructor. Basic models and strategies of consultation will be explored from theoretical and pragmatic points of view, and applied to case material.

CNS 533 Career and Lifestyle Counseling (3) A survey of theory and practice of counseling associated with career selection, career development, relationships among career, life-style, and family, and relevant appraisal tools.

CNS 534 Social and Cultural Foundations (3) Theories and techniques of effective multicultural counseling to include consideration and appreciation of cultural, racial, ethnic, disability, gender, language, and other diversity issues within a pluralistic society. Students will examine role of the counselor in advocacy, conflict resolution, cultural awareness, and work with English Language Learners.

CNS 536 Group Counseling (3) Elements of group dynamics, ethical issues special to group work, and group leadership skills. Students will compare four types of groups—task and work groups, psychoeducational groups, counseling groups, and psychotherapy groups. Various theoretical approaches to groups counseling as well as adaptations with diverse populations and specific settings will be addressed. Includes a 10-hour group laboratory experience.

CNS 537 Professional Issues and Ethics in Marriage and Family Counseling (3) A survey of professional identity, ethical standards, and legal codes for marriage and family counselors and therapists. Topics will include: 1) history and philosophy of the counseling profession; 2) knowledge of professional roles including consultation and group work; and 3) moral principles and virtues in counseling practice, training, supervision, and consultation.

CNS 538 Professional Issues and Ethics in Mental Health Counseling (3) A survey of professional identity, ethical standards, and legal codes for mental health counselors and therapists. Topics will include: 1) the history and philosophy of the counseling profession; 2) knowledge of professional roles including consultation and group work; and 3) moral principles and virtues in counseling practice, training, supervision, and consultation.

CNS 539 Professional Issues and Ethics in School Counseling (3) The course is a survey of professional identity, ethical standards, and legal codes for professional counselors with emphasis on elementary and secondary school counseling. Students are to demonstrate knowledge of and ability to apply, in decision-making situations, ACA and ASCA ethical standards, the Pennsylvania Code of Professional Practice and Conduct for Educations, and legal obligations and public policies that address institutional and social barriers that impede access, equity, and success of all counseling clients, particularly K-12 students. Special emphasis is on professional issues, ethical standards, and legal codes relevant to the school counselor's role with diverse students and English language learners.

CNS 541 Mental Health Counseling (3) Assumptions and roles of mental health counseling within the context of the community and its health and human service systems, including functions and relationships among interdisciplinary treatment teams, and the historical, organizational, legal, and fiscal dimensions of the public and private mental health care systems.

CNS 543 CNS 543 Advanced Mental Health Counseling Techniques (3) This course is an in-depth study of the theory and practice of various individual counseling orientations as these perspectives are utilized with clients over time. The theoretical models addressed will be reviewed and critiqued for strengths, weaknesses, and applicability to various client populations. Students will be afforded the opportunity to address a minimum of three counseling orientations which are highly salient to the current arena of mental health practice. Orientations covered will vary from year to year.

CNS 545 Substance Abuse Counseling (3) This course provides a basic introduction to the assessment and counseling treatment of clients manifesting alcohol and substance abuse disorders. Theoretical formulations, etiological issues, presenting symptomatology, and courses of these disorders, and interventions models will be addressed.

CNS 548 Psychopharmacology (3) A review of the most commonly used drugs for psychological conditions, their effects and their side effects, and the methods of action. Particular attention is paid to the synaptic events relevant to drug actions.

CNS 563 Organization and Management of School Counseling Programs (3) The course covers the nature, development, and management of school counseling programs, and differences between elementary and secondary school contexts. Students will develop knowledge of concepts, skills, and issues necessary to function effectively as school counselors. Students will be able to assess, plan, and integrate the elements of a comprehensive program that reflects the programmatic and ethical standards of the American School Counselor Association, including structuring of essential services to foster personal, social, educational, and career development in students.

CNS 564 Curriculum, Learning, Inclusion, and Instruction for School Counselors (3) The course focuses on school counselors in K-12 inclusive settings as they work with diverse learners, English language learners, parents, administrators, teachers, and community agents. Students will become familiar with special education guidelines, multidisciplinary assessment, educational planning, and behavioral intervention. They will be able to articulate the standards-driven nature of curriculum, learning theory, instructional practice, and inclusion. Focus will be on 1) inclusive counseling practices, 2) types of disabilities and implications for learning; and 3) classroom management, 4) school-wide behavioral support, 5) literacy and instruction in core areas, 6) English Language Learning, 7) instructional methods, and 8) Evidence-Based academic and behavioral interventions.

CNS 565 School Counseling Practicum (3) The 100-hour experience places students in a professional setting in which they will develop counseling skills with school-aged children. Students in the course are required to have 40 hours of direct service with K-12 students through individual or group counseling. Supervision consists of 1½ hours of weekly group supervision with the Geneva practicum instructor, one hour a week of supervision with the course instructor, and one hour of supervision with the site supervisor at the practicum site. Open only to students who have been admitted to the program as degree seeking students. Prerequisites: requires Acts 33 and 34 and FBI fingerprint clearances and proof of malpractice insurance.

CNS 566 Elementary School Counseling Internship (3) The internship is a field experience in which students apply knowledge and hone skills needed for successful practice as an elementary school counselor. This is a 300-hour internship under the supervision of an approved site supervisor who is a practicing elementary school counselor. Students are to demonstrate mastery-level performance in: 1) the essential services of counseling, consulting, coordinating, and appraising; 2) planning and implementation of classroom guidance activities; 3) professional conduct in interactions with field and college supervisors, students, teachers, administrators, and community members; and 4) such other activities defined as the responsibility of the school counselor at their elementary school placement. Supervision is for one hour weekly in the field and 1½ hours per week on campus. Open only to students who have been admitted to the program as degree seeking students. Prerequisites: requires Acts 33 and 34 and FBE fingerprint clearances and proof of malpractice insurance.

CNS 567 Secondary School Counseling Internship (3) The internship is a field experience in which students apply knowledge and hone skills needed for successful practice as a secondary school counselor. This is a 300-hour internship under the supervision of an approved site supervisor who is a practicing secondary school counselor. Students are to demonstrate mastery-level performance in: 1) the essential services of counseling, consulting, coordinating, and appraising; 2) planning and implementation of classroom guidance activities; 3) professional conduct in interactions with field and college supervisors, students, teachers, administrators, and community members; and 4) such other activities defined as the responsibility of the school counselor at their secondary school placement. Supervision is for one hour weekly in the field and 1½ hours per week on campus. Open only to students who have been admitted to the program as degree seeking students. Prerequisites: requires Acts 33 and 34 and FBI fingerprint clearances and proof of malpractice insurance.

CNS 575 Foundations of Marriage, Couple, and Family Counseling/Therapy (3) This course is designed to introduce students to the history, philosophy, etiological premises that define the practice of marriage and family counseling/therapy. The domain of professional ethics, the legal system, and professional organizations pertaining to the field will be presented. Professional issues will be presented as well as implications pertaining to social, cultural, diversity, and equity pertaining to couples and

families. Students will articulate a foundation view of marriage, couple, and family counseling consistent with their own biblical worldview.

CNS 576 Contextual Dimensions: Marriage, Couples, and Family Counseling/Therapy (3) This course is designed to introduce students to couples and families as social and theological systems with an understanding of counseling/therapy through the development of the marital and family lifestyle. To be studied are: 1) the family lifestyle; 2) marital and family issues; 3) developmental stages; 4) healthy family functioning; 5) socioeconomic status; 6) religious belief systems; 7) cultural heritage; 8) family of origin; and 9) intergenerational influences. Focus will also contain a variety of treatment issues that couples and families face.

CNS 577 Family Counseling/Therapy (3) This course is designed for students to learn knowledge and skills for the practice of family therapy. Models of family therapy will be reviewed and critiqued in light of the Christian worldview of the student. Techniques, assessments, interventions, and strategies will be discussed and role-played to develop preventative approaches as well as resolving specific problems that impede family functioning.

CNS 578 Marital and Couple Counseling/Therapy (3) This course is designed for students to learn knowledge and skills for the practice of couple and marital therapy. Models of marital therapy will be reviewed and critiqued in light of the Christian worldview of the student. Techniques, assessments, interventions, and strategies will be discussed and role-played to develop preventive approaches as well as resolving specific problems that impede marital functioning.

CNS 579 Introduction to Play Therapy (3) This course is designed for those students who may be working extensively with children. Different models of play therapy will be reviewed and students will gain a better understanding of children's mental health issues and how to help them work through their problems.

CNS 581 Marriage and Family Counseling/Therapy Practicum (3) This course is a 100-hour experience on and off campus under supervision of an experienced master's-level clinician. It includes 40 hours of direct service with couples or families. Supervision consists of 1½ hours of weekly group supervision with the Geneva practicum instructor, one hour a week of supervision with the course instructor, and one hour of supervision with the site supervisor at the practicum site. Development of clinical skills is a key focus of the practicum. Open only to students who have been admitted to the program as degree-seeking students. Prerequisites: CNS 521 and CNS 536. Acts 33 and 34 and FBI fingerprint clearances and proof of malpractice insurance.

CNS 582 Marriage and Family Counseling/Therapy Internship (6 credits over two semesters) This course is a 600-hour experience off campus under supervision of an experienced master's-level clinician involving direct service with couples, families, or individuals with marital or family issues. Supervision is for one hour weekly in the field and 1½ hours per week on campus. Students must be registered for this course while completing the internship. Open only to students who have been admitted to the program as degree seeking students. Prerequisites: Requires Acts 33 and 34 and FBI fingerprint clearances and proof of malpractice insurance.

CNS 586 Mental Health Counseling Practicum (3) The 100-hour practicum is comprised of 40 hours of direct counseling service to counselees at an arranged practicum site, an hour each week of supervision by the site supervisor, an hour each week of individual or triadic supervision by the faculty supervisor, one and one-half hours each week of group supervision by the faculty supervisor and additional administrative and/or counseling hours on site to complete the 100 total hour practicum requirement. Prerequisites: Requires Acts 33 and 34 and FBI fingerprint clearances and proof of malpractice insurance

CNS 587 Mental Health Counseling Internship (6) This course is a 600-hour experience off campus under supervision of an experienced master's-level clinician and includes direct counseling and service hours with individuals and groups. Supervision is held for one hour weekly in the field by the site supervisor(s) and one and one-half hours weekly on campus in a group format by the faculty supervisor. Open only to students who have been admitted to degree candidacy and who have completed all other coursework. Students must be registered for this course when completing the internship as the internship

may extend beyond one semester. Prerequisites: Requires Acts 33 and 34 and FBI fingerprint clearances and proof of malpractice insurance.

CNS 595 (Independent Study (1–3)) Individualized advanced study, research, or project development in a clearly defined and limited area not covered by a regular course. The work should be primarily initiated by the student but undertaken with the consent, regular guidance, and direction of an instructor qualified in the area. Prerequisites: GPA of 3.0 or above in departmental offerings, and approval by the Instructor and Program Directors.

Admissions Procedures

Application materials are available from the MA in Counseling Office (724-847-6697 or www.counseling@geneva.edu). Provisional admissions status may be granted to students who meet most but not all criteria for full admission. Students applying to the MA in Counseling Program should be aware that, prior to the practicum and internship, they will be required to complete PA State Police and FBI records checks to determine whether they have felony convictions or any record of child abuse perpetration. Applicants are asked to submit the following:

1. A completed application for admission
2. Official transcripts from all colleges and universities attended. Applicants are expected to have graduated with a Grade Point Average (GPA) of 3.0 or above. Students with less than a 3.0 average may be accepted provisionally if they meet other admission criteria.
3. A typed, well-written essay in which applicants describe career goals and reasons for applying to a graduate professional counseling program with a Christian faith-based foundation.
4. Three professional recommendations from academic or employer references, not related to the applicant, who are able to address the applicant's academic and work-related ability, performance, and potential.
5. A resume of education and professional experiences.

Admissions Process: Applications are accepted throughout the year on a rolling admissions basis. Although most students begin their studies in the fall, some applicants also are accepted for spring or summer admission. Admissions decisions are based on multiple criteria. Prospective applicants are rated according to the following:

1. Academic background and aptitude
2. Interpersonal skills which include the ability to relate to others in individual and small-groups contexts
3. Work-related experiences
4. Compatibility between personal career goals and program goals.

Personal or phone admission interviews are conducted by MA in Counseling Programs faculty and/or staff members. The review of applications is made by an admission committee comprised of MA in Counseling faculty members. The review is a qualitative process that balances multiple criteria against each other. A decision to admit a student is based on the belief of program faculty that the applicant has the potential a) to contribute to the counseling field and b) to succeed in the program, promoting their own growth and not impeding progress of other students.

Admissions, School Counseling Program: Transcripts will be evaluated by the School Counseling Program Coordinator to determine whether students have completed two math courses, one American or English literature course, and one English Composition course as required by the Pennsylvania Department of Education (PDE). The PDE requires that all students have completed these courses prior to being recommended by the college for certification. Courses needed to respond to any deficiencies

become required hours in the student's planned program. All course work in English literature and mathematics must be completed before candidates are eligible for certification.

Admissions: Statistics Competency: Basic statistics competency is a prerequisite for CNS 505 (Testing and Appraisal) and CNS 512 (Research Methods and Program Evaluation), both of which are required courses for students in the MA Counseling Program. This competency can be met in one of three ways: (1) by successfully completing CNS 504 (Statistics) as a student in the MA Counseling Program, (2) by providing evidence of having earned a grade of B- or better in an approved undergraduate statistics class in the last 5 years, or (3) by earning a score of 80% or better in the final exam of Geneva's undergraduate psychological statistics class. Students should note that both general statistics knowledge and applied statistical practices (such as program evaluation, research methods, and psychometrics) constitute 25% of the content of the National Counselors Exam which is required for licensure. Students who are eligible to waive CNS 504 and do so, will take another 3-credit elective course in order to meet the 60-hour requirement.

Clearances: Students applying to the MA in Counseling Programs should be aware that, prior to their practicum and internship, they will be required to complete PA State Police and FBI records checks to determine whether they have felony convictions or any record of child abuse. These are referred to as Act 33 and 34 and FBI fingerprint clearances.

Provisional Status: Provisional admissions status may be granted to students who meet most but not all criteria for full admission. Following the successful completion of 12-27 credits, provisional students will be evaluated by the MA in Counseling faculty for full admission to the program. Provisional students will not be permitted to enroll for more than 27 credits in provisional status, and are not eligible to register for the required practicum until they have full admission status.

Non-degree Status: Students who wish to schedule graduate classes in counseling but are not interested in completing a master's degree in counseling may take up to 12 credits in non-degree status. Non-degree students are admitted on a space-available basis and are not eligible to enroll in a supervised practicum or internship. Non-degree students are not permitted to take more than 6 credits per semester.

Financial Aid/Graduate Assistantships

Financial aid is available to graduate counseling students in several ways. Students may apply for graduate assistantships available to graduate students pursuing the MA in Counseling, by contacting the Programs Manager. Graduate Assistantships provide a small stipend and a partial tuition waiver. The amounts are also considered to be taxable income. Students also may contact the Financial Aid office at Geneva College (724-847-6533) for information about Federal Aid and Loans. The Financial Aid Office is located in Alexander Hall, Lower Level with Hours: Monday-Friday 8:00 a.m.-5:00 p.m. Students qualifying for financial aid need to reapply each year, as do those seeking educational loans. Students should be aware that any change in student status (part-time, full-time) may lead to a change in the financial aid package.

Transfer of Academic Credit

Transfer of Academic Credit at the Time of Initial Admission to the Masters in Counseling Programs: The Masters in Counseling Programs are designed as a complete package. Students who

have taken graduate courses in counseling at other accredited colleges and universities within the past ten years may request approval to transfer these credits by completing a Transfer Credit Evaluation which is printed in the Appendix of this MA in Counseling Student Handbook. Students may transfer up to nine credits at the time of initial enrollment in the Geneva College Masters in Counseling Programs. Along with the Transfer Credit Evaluation, students are asked to also submit official transcripts and course syllabi. For courses transferred at the time of initial enrollment, credits will be transferred; however course grades will not appear on the Geneva College transcript and will not be calculated into the student's graduate grade point average (GPA).

Transfer of Academic Credit by Currently Admitted Degree-Seeking Students: After initial application to the program, students may request transfer up to three credits of graduate courses in counseling from other accredited colleges and universities. Students must obtain prior approval by completing the Application to Take Coursework Elsewhere form which is printed in the Appendix of this MA in Counseling Student Handbook. The total number of credits transferred from other colleges and universities, either at entry, or later in the program, should not exceed nine. Following course completion, students must submit official transcripts college registrar. It also should be noted that students will not be admitted to degree candidacy nor will they be permitted to enroll in the practicum until they have completed at least twelve credits of graduate counseling coursework at Geneva College. Only courses for which a grade of B or better has been given will be accepted in transfer to the MA in Counseling Program. According to most recent college policy, both the grade and the credit will be transferred to Geneva. In addition, the Pennsylvania Department of Education (Chapter 354) requires that any and all courses taken by School counseling students must be included in the student's career GPA for certification purposes. In addition, the following regulations which are in accordance with College Policy as stated in the 2011-2012 College Catalog apply for course transferred to Geneva College following initial enrollment.

- Ordinarily only credits earned at regionally accredited institutions or, in the case of international transfers, nationally approved institutions will be accepted as transfer credit.
- Courses transferred from another institution will be counted in the same semester that the credit-granting institution that granted the credit designated the course.
- In order to replace a grade for a course previously completed at Geneva, the course must be repeated at Geneva (i.e., the grade for a course taken at another institution cannot replace the grade that a student earned for the same course at Geneva).
- Requests for exceptions to any of the above policies must be made in writing to the academic dean. Usually, the academic dean will consult with the appropriate department chair, the faculty adviser (when appropriate), and the registrar before granting any exception request.

Academic Advising and Plan of Study

Upon admission to MA in Counseling Programs, each student is assigned an academic advisor. Students are encouraged to take initiative in getting acquainted with their advisor. Advisors are available to assist students with course registration, the development of a Plan of Study, progress review, and advancement toward professional goals. Students are responsible for staying in contact with their advisors, keeping them informed of any changes in student record information, and updating the Plan of Study as necessary in the event of changes or unforeseen circumstances.

All degree-seeking students will meet with an assigned academic advisor to complete a Plan of Study within the first three weeks of their first semester. Within these first three weeks, a Plan of Study must be filed with the advisor and the MA in Counseling Programs office. Students who don't complete a Plan of Study will not be permitted to register for courses in subsequent semesters. The Plan of Study consists

of a comprehensive outline of courses that will be required to complete the degree sought and a plan for when these courses will be scheduled. However some limitations to the initial study plan must be noted. Course offerings sometimes conflict with each other or with students' personal life events. It is especially important to maintain contact with advisors regarding any change, which would alter a Plan of Study. This would include withdrawal from a course, receiving a grade of "C" or less in a course, or withdrawal or failure to enroll in classes any particular semester. Not all courses are taught each semester, and changes in a Plan of Study will likely affect students' proposed graduation plans. Students must discuss any alterations to the initial Plan of Study with their academic advisors and complete a revised written Plan. Complications caused by straying from the course sequence outlined in the initial plan of study will be the responsibility of the student. Generally students are expected to maintain continuous enrollment in the program in the fall, spring, and summer semesters, in accordance with the initial Plan of Study. It is very important for students to work closely with their academic advisors in forming and completing a plan of graduate study in counseling.

A distinction is made between advisement and counseling. Advisement focuses on academic and professional goals and growth whereas counseling assists people with personal concerns and psychological adjustment. Although Graduate Counseling faculty members are fully qualified to fulfill both functions, ethics of the counseling profession prohibit them from engaging in dual relationships with their students. Because faculty members are asked to evaluate students' academic and professional growth, they are asked to refrain from providing personal counseling services to students and their family members. Students who feel the need to seek professional counseling may schedule an appointment at the Geneva College Counseling Center or consult with MA in Counseling Programs faculty or staff regarding other services and referrals.

Endorsement Policy

Faculty members in the Masters in Counseling Programs will provide endorsements only for the program for which the student or graduate has been prepared. Students must have completed all requirements in order to be endorsed.

Evaluation of Student Progress

Because the Masters in Counseling Programs prepare students to become professional counselors, students will be evaluated regarding their knowledge, skill, and personal values and growth. Each student is formally reviewed at the time of (1) Initial admission, (2) Degree Candidacy, (3) Success on the Comprehensive Examination, (4) Internship Performance, and (5) Eligibility for Graduation. Following the completion of 12-27 credits, each student must apply for degree candidacy in order to continue. At the time of degree candidacy, each student's professional development, attitudes, academic achievement, written and verbal skills, adherence to ethical standards, personal maturity, relational skills, motivation, dependability, emotional stability, professional commitment, and fitness for the counseling profession are assessed. Following the completion of core courses and prior to beginning the internship, students are required to pass a nationally standardized counseling comprehensive examination. Students also are evaluated upon completion of the practicum and internship. Because many qualities affect the counseling process, student evaluations are based not only on academic performance but also may include adherence to ethical standards, personal maturity, attainment of counseling skill, motivation, dependability, and personal, psychological, and spiritual growth. Significant concerns in any of these areas may lead to dismissal from the program.

Academic Progress, Probation, and Dismissal

According to Geneva College's Graduate Education Policy, "graduate students do receive academic credit for a grade of C but should be cautioned that C level work is not considered to be acceptable graduate work, that a 3.00 is required for graduation, and that students may not have more than two C's." In the MA in Counseling Programs, students must maintain a 3.0 Grade Point Average (GPA) to remain in good standing. Students whose GPA's fall below 3.0 will be placed on academic probation for a maximum of three semesters (fall, spring, and summer) or until the GPA is raised to a 3.0 or higher, whichever occurs first. Students on academic probation must consult with their advisor to develop a written revised Plan of Studies aimed toward remediation. Students on academic probation will be evaluated by a faculty committee before probationary status is removed. Students on academic probation or with more than two "C" grades will not be permitted to take the Comprehensive Examination or schedule practicum/internship credits. Students may be on academic probation for no more than three semesters, after which they will be dismissed from the MA in Counseling Program if the GPA remains below a 3.0. Students with more than two "C's" must retake classes so that no more than two "C" grades remain on the final MA in Counseling transcript.

Students on academic probation are required to schedule a meeting with their advisor and MA in Counseling Program Coordinator. When appropriate, students on academic probation also are referred to the Geneva College Counseling Center, the Career Development Center, or the ACCESS office for additional counseling or advising.

If a student on academic probation has not yet been admitted to Degree Candidacy, the student will proceed with the Degree Candidacy Application Process. During the Degree Candidacy Interview, the student will discuss his or her academic interests and career goals and receive advising regarding his or her progress in the program. Students who are on academic probation either will be placed on Hold or will be denied Degree Candidacy. Students who are denied Degree Candidacy will not be allowed to progress in their program. Students placed on Hold will be reevaluated and advised by the advisor and Program Coordinator each semester.

Because students on academic probation are not permitted to enroll in a practicum or internship, their academic progress is delayed. Students are dismissed from the program after three semesters on academic probation. At the time of dismissal, each student will meet with his or her academic advisor and/or MA in Counseling Program Coordinator for the purpose of general advising and an exit interview. If there are extenuating circumstances, the student may write a letter stating intent to re-apply following a defined plan for remediation. At least two semesters must elapse before students who have been dismissed from the MA in Counseling Program are permitted to reapply. Upon reapplication to the program, it is the responsibility of the student to thoroughly document the basis for possible readmission to the program.

In accordance with the Geneva College Procedures for Administrative College-Initiated Withdrawal of Student, a student may be dismissed from the program if the student exhibits evidence of psychological, physical or behavioral problems that could disrupt the academic process or present a danger to the student or other members of the College community (students, faculty, administration, staff or others). This would include individuals and potential counselees at a practicum or internship site. This policy also may pertain to a student returning from hospital confinement who needs extended observation. Please refer to the sections on "Withdrawal from Graduate Studies" (page 19), "Professional and Ethical Standards" (page 16), and "Faculty Responsibilities" (page 17) for further clarification regarding dismissal policies and ethical responsibilities.

Continuous enrollment in the program is required. Students who wish to take a leave-of-absence must make a request, in writing, and acknowledgement of subsequent permission to re-enroll will be noted in the student's file. The maximum time to complete the MA in Counseling Programs is seven years from the start of enrollment. Students may petition, in writing, for an extension of one year beyond this deadline. The period of a leave-of-absence is counted as part of the 7-year period allowed for completion of degree requirements.

Waiver of Regulations

Students who claim a need to deviate from program policy or procedures may submit a Petition for Exception to Program Policy which is printed in the Appendix of this MA in Counseling Student Handbook.

Degree Candidacy

Acceptance to the MA in Counseling Programs should not be confused with degree candidacy. At degree candidacy, each student's professional development, attitudes, academic achievement, written and verbal skills, adherence to ethical standards, personal maturity, relational skills, motivation, dependability, emotional stability, professional commitment, and fitness for the counseling profession are assessed. Graduate students in Counseling must apply for Degree Candidacy following the completion of 12 credits and before the completion of 27 credits in the program. Applications for Admission to Degree Candidacy are printed in the Appendix of this MA in Counseling Student Handbook.

Achievement of satisfactory grades is only part of the degree candidacy process. Students applying for degree candidacy will be asked to file a degree candidacy application accompanied by a sample of writing and an essay in which they analyze themselves, their worldview, and their professional goals. Because of the nature of the counseling profession, students applying for degree candidacy also will be asked to discuss personal and professional issues in a degree candidacy interview with MA in Counseling Programs faculty members. During the interview, students may be asked to discuss readings that impacted their thinking as counselors, to analyze their current strengths and weaknesses, to discuss their spiritual perspectives, and to describe a plan for continuing professional growth. Students are encouraged to recognize degree candidacy as an important step in their professional growth. Degree candidacy interviews should reflect careful preparation, a positive attitude, professional attire, and promptness.

Following the submission of an Application for Admission to Degree Candidacy to the MA in Counseling Office, students will be contacted within two to three weeks regarding an appointment for a degree candidacy interview. Upon completion of the candidacy interview, students will be notified of either acceptance into Degree Candidacy, denial of Degree Candidacy, or will be placed on a Hold status. If a student receives a Hold, he or she will be informed of current deficiencies, and it will be the responsibility of the student, in consultation with his or her academic advisor, to make a written plan. This plan may include obtaining personal counseling, repeating or taking additional courses, or gaining additional experiences. Following the completion of the plan, students may reapply for degree candidacy. Students may appeal a Degree Candidacy decision.

Exams

Comprehensive Examinations

Before beginning the internship, each student must successfully complete the nationally standardized Counselor Preparation Comprehensive Examination (CPCE). This multiple-choice examination is administered immediately prior to the beginning of fall classes (usually on the Thursday prior to the beginning day of class). Information regarding the examination can be found at <http://www.cce-global.org/cpce>. This multiple-choice exam is very similar in form and content to the National Counselor Exam and focuses on knowledge of human development, the helping relationship, research, group work, appraisal, social and cultural foundations, professional identity and ethics, and career development. Students who fail to pass the exam will, in consultation with their MA in Counseling Program Coordinator, will be required to do develop a written plan for remedial work and reevaluation.

National Counselor Exam Since the MA in Counseling Programs at Geneva College were designed in accordance with national counselor certification and licensure standards, Geneva College has been granted special permission by the National Board of Certified Counselors (NBCC) to administer the National Counselor Exam (NCE). This exam is required for state licensure in most states, including Pennsylvania. Students who don't take this exam while a student at Geneva will not be eligible to take it again until they have completed the necessary post-masters supervised experience required for licensure and certification. The exam contains multiple choice questions and reflects the content of the core courses required in this counseling program as well as the National Board for Certified Counselors. Students are encouraged to study diligently for this exam. The NCE Exam is offered each April at Geneva College. The fee for this exam is approximately \$300. More information about the National Counselor Exam and the National Counselor Certification can be found at <http://www.nbcc.org/>.

Practicum and Internship Guidelines

Because practicum and internship enrollment periods are heavily supervised, the faculty must plan ahead to meet student needs. Students must file a statement of their intent to complete the practicum or internship by the middle of the semester prior to the semester in which they wish to begin. Students also are required to submit proof of liability insurance and to obtain Act 33 and 34 clearance verifying that they have not committed a felony and that they have not been indicated as a perpetrator of child abuse, prior to enrolling for the practicum or internship. Students can purchase liability insurance through student membership in the American Counseling Association (ACA) or the American School Counselors Association (ASCA). FBI fingerprint clearances are also required. School Counseling Program students are also required to have a TB test prior to beginning their work in the school setting. Some Marriage and Family and Mental Health Counseling students may also be required to have a TB test prior to beginning their field experience if the agency with which they will be working requires the testing.

The 100-hour practicum is comprised of 1 ½ hour weekly group supervision sessions which students develop and refine counseling awareness, skills, and techniques and at least 40 hours of direct counseling service to counselees at an arranged practicum site. In addition to this, each practicum student also meets with a faculty supervisor for an additional hour of weekly individual or triadic supervision and one hour each week with their on-site supervisor.

The internship is usually a full-time placement directed by a supervisor on site as well as by a program faculty member who meets with students in a weekly internship group supervision seminar. The internship ordinarily lasts one semester. Some students may not complete the required hours and may need to register for an additional semester to complete the experience. Internships are offered in the Spring and Summer semesters. The Marriage and Family Internship and the Mental Health Internship

are six-credit-600 hours. The Elementary School Counseling Internship and the Secondary School Counseling Internship are each 300 hours for a total of 600 hours..

In order to receive the required weekly faculty supervision, students must be enrolled for at least three internship credits each semester of their internship placement. Therefore, it is important that students carefully discuss and plan this schedule with their faculty and internship supervisors. Only six internship credits (reflecting 600 internship hours) will be counted toward graduation. Therefore students who do not finish the internship in the allotted amount of time will be charged additional tuition for credits which will not count toward graduation. Additional details of setting up the internship, supervision, course expectations, and requirements are outlined in the various Geneva College MA in Counseling Programs Practicum and Internship Manuals.

Program completion in School Counseling and Pennsylvania Certification

The program requirements for graduation are identified earlier in these pages. These requirements are necessary but not sufficient for certification as a school counselor in Pennsylvania. Upon successful completion of the program, Geneva College will recommend school counseling program students to the State for certification in elementary and/or secondary certification. The Pennsylvania Department of Education (PDE) will not certify individuals without that recommendation. In addition to the recommendation, students need to provide passing scores on the PRAXIS I and PRAXIS II exams before a certificate will be issued.

Professional and Ethical Standards

Students are expected to know and abide by the ethical standards that govern the practice of counseling, as outlined by the American Counseling Association (ACA) and by other professional counseling organizations such as the Christian Association for Psychological Studies (CAPS). Students are expected to read the standards and sign a statement pledging to abide by these standards as well as by the guidelines outlined in this student handbook. These signed statements must be filed in the MA in Counseling Program Office within the first month of the student's first semester of study. Students should consult with program advisors, faculty members, and supervisors regarding any possible violation of ethical standards by themselves or by other students in the program. Any violation of ethical standards may result in termination from the Masters in Counseling Programs.

Students also are encouraged and expected to become student members of the American Counseling Association (ACA) as well as other Professional Counseling organizations such as the Pennsylvania Counselors Association, the Greater Pittsburgh Counseling Association, the American School Counseling Association, or other divisions of the ACA. Professional liability insurance required for participation in the practicum and internship is available through the American Counseling Association (ACA). Student membership in these various organizations is relatively inexpensive. Students are encouraged to attend at least one professional meeting or conference each year. Many students have presented papers at these conferences, and partial financial support has been provided for this by the college. Students are encouraged to check the ACA websites for updated professional information (<http://www.counseling.org/>) and links to other professional association websites.

Graduate students in counseling programs often have the opportunity to become involved in paid or unpaid professional counseling activities that are separate and apart from program activities. These experiences lie outside the confines of the Geneva College Masters in Counseling Programs because

they are neither conducted under the auspices of the program nor are they officially supervised by professionals associated with the department. The department only assumes responsibility for students' counseling activities that fall within the limits of program requirements. Students who become involved in counseling activities beyond the confines of the program are prohibited from using college resources (facilities, equipment, or materials) in these activities.

Students are encouraged to plan their academic programs in such a manner as to be eligible for certification and licensure as professional counselors. Students are encouraged to contact the state in which they plan to reside regarding counselor licensure requirements in that state. Additionally students are encouraged to pursue certification by the National Board for Certified Counselors (NBCC) subsequent to graduation.

Students are encouraged to save all course syllabi as well as practicum and internship documentation for the duration of their professional careers. These may be needed to verify the completion of necessary courses and supervised experiences necessary for certifications, licensure, and professional privileges.

Faculty Responsibilities

In addition to the ethical guidelines that govern the practice of counseling, faculty members who teach and supervise in graduate counseling programs are bound by the following ethical guidelines of the Association for Counselor Education and Supervision (ACES):

- 1) Faculty members have the ethical responsibility to accept only those students who meet entry-level requirements into the training program and applied counseling setting.
- 2) Faculty members are responsible for assessing students' skills and experience and should choose for the student only those activities which are commensurate with the student's assessed level of competence.
- 3) When it is determined that deficits exist which impede the student's professional functioning faculty members have the ethical responsibility to recommend remedial assistance. If the area of concern centers on personal understanding and problem resolution, faculty members may recommend participation in activities designed to facilitate personal growth.
- 4) Should faculty concerns not be adequately addressed, faculty members have the responsibility of screening from the program, applied counseling setting, or state licensure those students unable to provide competent and ethical professional services.
- 5) Faculty members have the responsibility of providing students with information concerning due process appeal. Because training in the counseling profession involves a variety of practicum, internship, and other clinical experiences, a student's effectiveness and suitability for the program will be subject to on-going evaluation by the faculty and/or field supervisors. Decisions regarding continuance of studies will be based on a combination of factors such as demonstrated counseling competencies. If there are concerns, the department faculty may require students to do one or more of the following:
 - a. Interrupt their graduate studies for a specified period of time.
 - b. Participate in a therapeutic relationship with a qualified mental health specialist for the purpose of decreasing those behaviors that detract from the ability to provide a constructive helping relationship to others.
 - c. Submit for review additional supportive evidence, (audio tapes, video tapes, written reports, live presentation of skills, etc.) that demonstrates competence in those areas deemed deficient.
 - d. Limit enrollment to those courses that do not have a significant clinical/counseling component for a specified period of time.

- 6) If at any time during a student's enrollment in the program there is a breach of ethical and professional conduct, there will be an immediate faculty review of the allegations and a possible dismissal.

Appeal Policy

Students who wish to appeal an admissions, degree candidacy, or other review and retention decision, or course grade must first initiate contact with the immediate person involved, such as the course instructor or faculty member rendering the evaluation, to discuss concerns about the issue in question. If the issue is not satisfactorily resolved the students will provide a written request to the Director of the MA in Counseling Program asking for a meeting and outlining the dispute. If the issue is still not resolved, appeals will be heard by the Academic Administrator responsible for Graduate Programs.

Academic Policies, Student Policies, and Information about Geneva College

Students in the MA in Counseling Programs can reference the Geneva College Catalog through the Geneva College website (click on Academics, Registrar, and then College Catalog). The College Catalog contains most recent information regarding the following:

- Mission and Doctrinal Statements; Foundational Concepts
- Geneva College History
- Academic Policies (accreditation, registration, drop policy, incomplete grades, transcripts, change of grades, academic grievance, academic integrity, intellectual dishonesty, grading system, transfer policies, academic integrity, auditing, veteran's education, academic programs, rates and fees, payments, college personnel. etc.)

Students in the MA in Counseling Programs also may access a copy of the Geneva College Student Handbook on the Geneva College website. This handbook lists Geneva College student services and policies including the following:

- Academic programs of the college
- Library Services
- Technology Services (safe computing, e-mail accounts, network access from student personal computers, network access from computer labs, passwords, copyright, web registration, telephone services, audio visual services)
- Writing Center
- ACCESS office (disability services, peer tutoring, grievance policy, services animals)
- Academic Integrity
- GC Alert (emergency and weather alert message alert system)
- Family Education Rights and Privacy Act
- Educational Records
- College withdrawal policies
- Refund Schedule
- Community Standards (safety, respect, honesty, citizenship, alcohol and illegal drugs, harassment, tobacco)
- College Policy Violation. Discipline, and Judicial Oversight
- Appeal Procedures
- Identification Cards

- Chapel (although graduate students are welcome to attend, attendance is not mandatory)
- Environmental Stewardship
- Insurance
- Lost and Found
- Parking
- Solicitation
- Van Requests
- Center for Faith and Practice
- Career Development Center
- Counseling Center
- Custodial Services
- Financial Aid
- Fitness Center
- Food Services
- Health Services
- Intercollegiate Athletics
- Mail and Print Services
- Maintenance
- Multicultural Services
- Pigsah Program
- Security
- Emergency Policies
- College Building Phone Directory

MA in Counseling Faculty and Staff

Marina S. Frazier, MA in Counseling Programs Manager, B.A. Gordon College (Sociology)

Carol B. Luce, Ph.D. Director of the M.A. in Counseling Programs and Professor of Psychology, Counseling, and Human Services. B.A., Susquehanna University (English); M.Ed., Pennsylvania State University, (Counselor Education, Secondary School Counseling Program); Ph.D., University of Pittsburgh (Counseling Psychology); Licensed Professional Counselor (Pennsylvania), Licensed Psychologist (Pennsylvania), National Certified Counselor (NCC), Secondary School Counselor Certification (Pennsylvania, Permanent Certification granted in 1977), American Counseling Association (ACA), Association for Counselor Educators and Supervisors (ACES), Pennsylvania Association for Counselor Educators and Supervisors (PACES), Association for Specialists in Group Work (ASGW), Pennsylvania Counseling Association (PCA), Greater Pittsburgh Counseling Association (GPCA), American Psychological Association (APA).

James K. Matta, Ed.D. Coordinator of the School Counseling Program and Professor of Psychology, Counseling, and Human Services. B.A. Edinboro University; M.A., Edinboro University of PA, (Clinical Psychology); M.A., Duquesne University (Counselor Education); Ed.D. Duquesne University (Counselor Education and Supervision); Licensed Professional Counselor; Member of the PA State Board of Social Workers, Marriage & Family Therapists, and Licensed Professional Counselors, Pennsylvania School Counselors Association (PSCA), American School Counselors Association (ASCA).

Ron Moslener, M.Div., D. Min. Coordinator of the Marriage and Family Counseling Program and Professor of Psychology, Counseling, and Human Services. B.A., University of Pittsburgh (Sociology) ;

M.Div., Pittsburgh Theological Seminary ; D.Min., Fuller Theological Seminary (Marriage and Family Ministry); Licensed Marriage and Family Therapist (Pennsylvania), Approved Supervisor and Clinical Member of American Association for Marriage and Family Therapy (AAMFT), American Counseling Association (ACA), International Association of Marriage and Family Counselors (IAMFC), Christian Association for Psychological Studies (CAPS),.

Joseph E. Peters, Ph.D. Coordinator of the Clinical Mental Health Counseling Program and Professor of Psychology, Counseling, and Human Services, B.S., Juniata College (Mathematics); M.S., Ph.D. The Pennsylvania State University (Clinical Psychology); Licensed Psychologist (Pennsylvania), Board Certified in Clinical Psychology (ABPP), Approved Clinical Supervisor (ACS), American Psychological Association (APA), Pennsylvania Psychological Association (PPA), Society for Clinical & Experimental Hypnosis (SCEH), American Counseling Association (ACA). Pennsylvania Counseling Association (PCA), Association for Counselor Education and Supervision (ACES).

Diana Rice, Ph.D. Chair of the Psychology, Counseling, and Human Services Department; Associate Professor of Psychology. B.S. Houghton College (Psychology), M.S. Syracuse University (Psychology), Ph.D. Syracuse University (Social Psychology), American Psychological Association (APA), American Psychological Society (APS)

Gloria Villella, Staff Specialist, Department of Psychology, Counseling, and Human Services

Jonathan Watt, M.Div., M.A., Ph.D. Professor of Biblical Studies and Biblical Languages. B.S. Syracuse University Magazine Journalism; M.Div. Reformed Presbyterian Theological Seminary; M.A. and Ph.D. University of Pittsburgh (Linguistics). Ordained pastor, pastoral counselor, sociolinguist. Member of Society of Biblical Literature and Evangelical Theological Society.

Appendices

Geneva College
MA in Counseling Programs
Ethics Statement

I have received copies of the Geneva College M.A. in Counseling Student Handbook and the American Counseling Code of Ethics. I understand and agree to abide by the policies and procedures outlined in these documents. I understand that the MA in Counseling Program faculty will monitor my academic progress, ethical behavior, and personal growth relative to my training to become a professional counselor. I understand that this completed form will be kept in my student folder.

_____ Date _____

Student Signature

M.A. IN COUNSELING ADVISING CHECKLIST

___ Documentation submitted to the program administrator that the student has read the ACA Code of Ethics and The Graduate Student Handbook.

___ Coursework taken –listed in the student Plan of Study and enclosed transcript.

___ Plan of study completed and submitted to the program administrator.

Date: _____

___ Degree Candidacy Review (second semester for FT students) Date: _____

___ Attended Practicum/Internship Orientation and turned in “Responsibilities of the Student” signed and dated.

___ Comprehensive Exam taken. Date: _____ ___ Passed ___ Failed
Retaken Date: _____ ___ Passed ___ Failed

___ Act 33/34 Clearances received and copies submitted to the program coordinator.
Date: _____

___ TB test results (School Counseling Students)

___ Fingerprint (FBI) clearance

___ Liability Insurance received and copy submitted to the program coordinator.

___ PRACTICUM

___ Request made in writing to site for student practicum. Date: _____

___ Site visit or phone contact made. Date: _____

___ Site agreement and Supervisor Credential Sheet received.

Date received: _____

___ Final evaluation of student from faculty supervisor. Date received: _____

___ Final evaluation of student from site supervisor. Date received: _____

___ Student evaluation of practicum site submitted. Date received: _____

___ Student hourly log sheet and letter confirming hours spent at practicum site.

Date received: _____

___ Evaluation of practicum site

___ INTERNSHIP

___ Request made in writing to site for student internship. Date: _____

___ Site visit or phone contact made. Date: _____

___ Site agreement and Supervisor Credential Sheet received.

Date received: _____ Date internship begun: _____

___ Sem. evaluation of student from faculty supervisor. Dates rec: _____

___ Sem. evaluation of student from site supervisor. Dates rec: _____

___ Date internship ended: _____ Total Direct hours _____

Total Hours _____

___ Student evaluation of internship site submitted.

___ Semester hourly log sheet signed and dated by site supervisor. Rec: _____

___ Exit interview held with student Date: _____ (rev 7/15/2011)

Geneva College MA in Counseling Programs

Plan of Studies

Name _____ Advisor: _____ Date _____

Date of Entry: _____ Expected Graduation: _____

Program ___ Marriage and Family Counseling Program
 ___ Mental Health Counseling Program
 ___ School Counseling Program

Prior Statistics Course ___ Yes ___ No College or University: _____ Grade: ___

Transfer Courses Completed: _____ Credits _____

Transfer Request Approved ___ Yes ___ No

(Up to nine credits may be transferred from other institutions. Nine of these credits may be approved for transfer at the time of initial enrollment. Interested students must complete a *Transfer Credit Evaluation* and receive approval for any transfer of credit. If fewer than nine credits were transferred at the time of initial enrollment, up to three credits may be transferred from other institutions during the time of enrollment in the MA in Counseling Program at Geneva College. Students who wish to take three of the nine credits at another institution following initial matriculation must file an *Application to Take Course Elsewhere*.)

Curricular Plan

(Course Number, Brief Title, and Number of Credits. Continue on second page if necessary)

Fall Spring

_____	(January) _____
_____	_____
_____	_____
_____	_____

Summer

Fall Spring

_____	(January) _____
_____	_____
_____	_____
_____	_____

Summer

Fall Spring

_____	(January) _____
_____	_____
_____	_____

Additional Notes and Recommendations:

Plan of Study Outline (two year) - Marriage and Family Counseling Program (60 credits)**

Fall Semester I

CNS 504 (3 credits)

CNS 514 (3)

CNS 520 (3)

CNS 536 (3)

Spring Semester I

CNS 537 (3) 5 day class in January

CNS 501 (3) *

CNS 505 (3)

CNS 521 (3) (or summer)

CNS 533 (3)

CNS 534 (3)

Summer I

CNS 512 (3)

CNS 521 (if not taken in spring)

CNS 543 (3)* Advanced Counseling Techniques (5 day class in late summer)

CNS 575 (3)

CNS 548 (3)* (psychopharmacology)

CNS 579 Play Therapy (3)*

Fall Semester II

CNS 502 (3)*

CNS 510 (3)

CNS 577 (3)

CNS 578 (3)

CNS 581 (3)

Spring Semester II

CNS 545 (3) * D&A CNS

CNS 582 (6) (or 3 credits if 3 are taken in summer)

Summer II

CNS 582 (3) IF NEEDED-(DOES NOT COUNT TOWARD GRADUATION IF 6 CREDITS ARE TAKEN IN THE SPRING)

*electives (three would need to be taken for 60 credits for graduation)

** Three and four year plans are adjusted from the above order with core courses alternating between day and evening classes.

Mental Health Program
Recommended Two Year Plan of Studies

Name _____

Date _____

FALL YEAR 1

504 – Stat.(3)

514 – Devel.(3)

520 – Coun. Th.(3)

536 – Group(3)

JANUARY YEAR 1

538 – Ethics(3)

SPRING YEAR 1

501 – Psychopath.(3)

505 - Testing(3)

533 - Career(3)

534 – Soc. & Cult.(3)

SUMMER YEAR 1

512 - Research(3)

521 – Coun. Skills(3)

543 – Adv. MH. Coun. Skills (3)

548 – Psychopharm.(3)

One of the following two:

_____ 575 – FamilyCoun.(3)

_____ 595 – Play Rx(3)

COMPREHENSIVE EXAMINATION

FALL YEAR 2

510 – Faith Based(3)

541 – MH Coun.(3)

586 – Prac.(3)

One of the following three:

_____ 502 – Children(3)

_____ 577 – Family Rx(3)

_____ 578 – Marital Rx(3)

SPRING YEAR 2

545 – D&A Coun.(3)

587 – Intern.(6)

Mental Health Program
Recommended Three Year Plan of Studies

Name _____

Date _____

FALL YEAR 1

504 – Stat (3)
520 – Coun. Th.(3)
536 – Group(3)

JANUARY YEAR 1

538 – Ethics(3)

SPRING YEAR 1

505 – Testing (3)
521 – Skills (3)
534 – Soc. & Cult.(3)

SUMMER YEAR 1

512 – Research (3)

FALL YEAR 2

510 – Faith Based (3)
514 – Devel.(3)

One of the following three:

- ____502 – Children(3)
- ____577 – Family Rx(3)
- ____578 – Marital Rx(3)

SPRING YEAR 2

501 – Psychopath (3)
533 – Career (3)
545 – D&A Coun(3)

SUMMER YEAR 2

543 – Adv.MH.Coun. Skills (3)
548 – Psychopharm.(3)

COMPREHENSIVE EXAM

FALL YEAR 3

541 – MH Coun.(3)
586 – Prac.(3)

SPRING YEAR 3

587 – Intern (6)

Mental Health Program
Recommended Four Year Plan of Studies

Name _____

Date _____

FALL YEAR 1
520 – Coun. Th.(3)
536 – Group(3)

JANUARY YEAR 1
538 – Ethics(3)

SPRING YEAR 1
521 – Skills (3)
534 – Soc. & Cult.(3)

FALL YEAR 2
504 – Stat.(3)
514 – Devel.(3)

SPRING YEAR 2
505 – Testing (3)
533 – Career (3)

SUMMER YEAR 2
512 - Research(3)
548 – Psychopharm.(3)

COMPREHENSIVE EXAM

FALL YEAR 3
510 – Faith Based(3)
One of the following three:
____502 – Children(3)
____577 – Family Rx(3)
____578 – Marital Rx(3)

SPRING YEAR 3
501 – Psychopath (3)
545 – D&A Coun(3)

SUMMER YEAR 3
543 – Adv. MH. Coun. Skills (3)

FALL YEAR 4
541 – MH Coun.(3)
586 – Prac.(3)

SPRING YEAR 4
587 – Intern (6)

**Geneva College MA in Counseling Programs
Plan of Studies**

Name _____ Advisor: _____ Date _____

Date of Entry: _____ Expected Graduation: _____

Program ___ Marriage and Family Counseling Program
 ___ Mental Health Counseling Program
 ___ School Counseling Program

Prior Statistics Course ___ Yes ___ No College or University: _____ Grade: ___

Transfer Courses Completed: _____ Credits _____

Transfer Request Approved ___ Yes ___ No

(Up to nine credits may be transferred from other institutions. Nine of these credits may be approved for transfer at the time of initial enrollment. Interested students must complete a *Transfer Credit Evaluation* and receive approval for any transfer of credit. If fewer than nine credits were transferred at the time of initial enrollment, up to three credits may be transferred from other institutions during the time of enrollment in the MA in Counseling Program at Geneva College. Students who wish to take three of the nine credits at another institution following initial matriculation must file an *Application to Take Course Elsewhere*.)

Curricular Plan

(Course Number, Brief Title, and Number of Credits. Continue on second page if necessary)

Fall Spring

_____		(January) _____
_____		_____
_____		_____
_____		_____

Summer

Fall Spring

_____		(January) _____
_____		_____
_____		_____
_____		_____

Summer

Fall Spring

_____		(January) _____
_____		_____
_____		_____

Additional Notes and Recommendations:

GENEVA COLLEGE

M.A. IN COUNSELING: SCHOOL COUNSELING PROGRAM
ADVISING FORM AND GRADUATION CHECKLIST

NAME _____

ADVISOR _____

ADDRESS _____

PHONE _____

COUNSELING CORE AREA COURSES (33 HOURS)

___ CNS 504 (3) ___ CNS 505 (3) ___ CNS 510 (3)

___ CNS 512 (3) ___ CNS 514 (3) ___ CNS 520 (3)
(+ OR -)

___ CNS 521 (3) ___ CNS 533 (3) ___ CNS 534 (3)

___ CNS 536 (3)

SCHOOL COUNSELING TRACK COURSES (21 HOURS)

___ CNS 502 (3) ___ **CNS 539 (3)** ___ CNS 563 (3)

___ CNS 564 (3) ___ CNS 565 (3) ___ CNS 566 (3)

___ CNS 567 (3)

Courses above in **Bold- Faced** type are courses that students are responsible for on the comprehensive exam. These courses should be taken during the first year or, for part-time students, prior to their taking the

second-year courses according to the schedule on the next page. The comprehensive exam is offered in the fall each year. Program

outcomes will be assessed through the licensure exam, PRAXIS exams, portfolios, and assessments by supervisors.

DEFICIENCY COURSES (IF NEEDED)

___ MATH___(3) ___ MATH___(3)

___ ENG ___ (3) ___ ENG ___ (3) ___

ADMITTED: DATE _____ Regular or Provisional _____

___ 3.0 CPA

Graduated from _____ Date _____

_____ Assessment of Transcript and Experience for
Non-Certified Applicants on File

COMPREHENSIVE EXAM

DATE _____ PASS/FAIL _____

CANDIDACY FACULTY EVALUATION _____ FAC RECS

NATIONAL COUNSELOR EXAM

DATE _____ PASS/FAIL _____

PORTFOLIO

_____ CANDIDACY CHECK _____ FINAL

PRACTICUM

LOCATION _____

DATE _____

SUPERVISOR _____

HOURS _____

EVALUATION(S) _____

ELEMENTARY INTERNSHIP

LOCATION _____

DATE _____

SUPERVISOR _____

HOURS _____

EVALUATION(S) _____

SECONDARY INTERNSHIP

LOCATION _____

DATE _____

SUPERVISOR _____

HOURS _____

EVALUATION(S) _____

EXIT CHECKLISTS AND ASSESSMENTS

FORM _____ DATE _____ PASS/FAIL _

FORM _____ DATE _____ PASS/FAIL _

PRAXIS EXAMS

_____ PPST Reading (10710) PASS SCORE: 172

_____ PPST Writing (20720) PASS SCORE: 173

_____ PPST Mathematics (10730) PASS Score: 173

_____ School Counseling (20420) PASS SCORE: 590
(Includes Listening Section)

**Geneva College MA in Counseling Programs
Plan of Studies**

Name _____ Advisor: _____ Date _____

Date of Entry: _____ Expected Graduation: _____

Program ___ Marriage and Family Counseling Program
 ___ Mental Health Counseling Program
 ___ School Counseling Program

Prior Statistics Course ___ Yes ___ No College or University: _____ Grade: ___

Transfer Courses Completed: _____ Credits _____

Transfer Request Approved ___ Yes ___ No

(Up to nine credits may be transferred from other institutions. Nine of these credits may be approved for transfer at the time of initial enrollment. Interested students must complete a *Transfer Credit Evaluation* and receive approval for any transfer of credit. If fewer than nine credits were transferred at the time of initial enrollment, up to three credits may be transferred from other institutions during the time of enrollment in the MA in Counseling Program at Geneva College. Students who wish to take three of the nine credits at another institution following initial matriculation must file an *Application to Take Course Elsewhere*.)

Curricular Plan

(Course Number, Brief Title, and Number of Credits. Continue on second page if necessary)

Fall Spring

_____	(January) _____
_____	_____
_____	_____
_____	_____

Summer

Fall Spring

_____	(January) _____
_____	_____
_____	_____
_____	_____

Summer

Fall Spring

_____	(January) _____
_____	_____
_____	_____

Additional Notes and Recommendations:

**GENEVA COLLEGE
MA in COUNSELING PROGRAM
STUDENT DATA FORM**

Date _____

Student Name _____
(last) (first) (MI)

Address _____

Home Phone: _____

Work Phone: _____

Cell Phone: _____

Email address: _____

**We want and need to keep in touch with you.
If your address, phone number, or e-mail changes, will you please let us know?**

**GENEVA COLLEGE
MA in COUNSELING PROGRAMS
TRANSFER CREDIT EVALUATION**

Name: _____ Date: _____

Address: _____

Phone: _____

E-mail: _____

Program: Marriage and Family Counseling Mental Health Counseling School Counseling

Transfer Course	College or University	Semester Attended	Grade Received	Corresponding Geneva Course	Required (R) or Elective (E)	# Credits Granted

Documents submitted for transfer credit course evaluation:

Catalog Course Syllabus Other _____

Signatures:

Program Coordinator/Advisor: _____ Date: _____

Approved Denied

Comments:

Dept. Chair/Program Director: _____ Date: _____

Approved Denied

Comments:

NOTE: Official transcripts must be received in order for the course to be transferred. No credit will be granted for courses in which the student earned less than a grade of "B" at another institution.

**APPLICATION FOR ADMISSION TO DEGREE CANDIDACY
MA in Counseling Program
Geneva College**

Counseling Program: ___Marriage & Family ___Mental Health ___School

Name: _____ Date: _____

Address: _____

Phone: _____ E-mail: _____

List all graduate classes that you have taken at Geneva College. (In order to apply for Degree Candidacy, you must have completed at least 12 graduate credits.)

Course Number	Course Title	Credits	Grade
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

List all graduate classes in which you are now enrolled.

_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

The following two items must be included with this application:

1. A thoughtful 3-5 page essay describing your career goals and worldview. Elaborate on your holistic sense of personal identity (psychological, physical, social, intellectual, and spiritual), your worldview (core beliefs, views of human nature as they relate to the counseling profession), and your professional goals (educational and career).
2. A writing sample of your choice. You may wish to submit a paper completed as a class assignment.

Return these documents to the Graduate Counseling Program Office (NW 217C) or to your advisor.

Geneva College Graduate Counseling Degree Candidacy Faculty Review Form

Student Name: _____

Input from other graduate counseling faculty:

Written Skills:

- Fully meets graduate expectations _____
- Meets some graduate expectations – recommend improvements _____
- Marginally meets graduate expectations - needs remediation* _____
- Fails to meet graduate expectations _____
- *Referred to writing center for assistance _____

Verbal Skills:

- Fully meets graduate expectations _____
- Meets some graduate expectations – recommend improvements _____
- Marginally meets graduate expectations - needs remediation* _____
- Fails to meet graduate expectations _____
- *Referred for appropriate evaluation/intervention _____

Academic Achievement:

- Fully meets graduate expectations _____
- Meets some graduate expectations – recommend improvements _____
- Marginally meets graduate expectations - needs remediation* _____
- Fails to meet graduate expectations _____
- *Referred to academic advisor for appropriate follow-up _____

Rating Scale: 1 – Unsatisfactory; 2 – Marginal; 3 – Average; 4 – Very Good; 5 - Outstanding

Professionally Related Personal Observations:

- | | | | | | | |
|--|---|---|---|---|---|----|
| 1. is self-directed. | 1 | 2 | 3 | 4 | 5 | NA |
| 2. accepts constructive advice. | 1 | 2 | 3 | 4 | 5 | NA |
| 3. keeps and attends on time to a schedule. | 1 | 2 | 3 | 4 | 5 | NA |
| 4. designs, implements, and evaluates strategies. | 1 | 2 | 3 | 4 | 5 | NA |
| 5. displays ethical awareness and behaviors. | 1 | 2 | 3 | 4 | 5 | NA |
| 6. displays motivation for pursuit of a counseling career. | 1 | 2 | 3 | 4 | 5 | NA |
| 7. displays emotional maturity/stability. | 1 | 2 | 3 | 4 | 5 | NA |
| 8. maintains personal/professional boundaries. | 1 | 2 | 3 | 4 | 5 | NA |

Professionally Related Interpersonal Observations:

- | | | | | | | |
|---|---|---|---|---|---|----|
| 1. works effectively with peers/associates. | 1 | 2 | 3 | 4 | 5 | NA |
| 2. is timely for appointments/classes. | 1 | 2 | 3 | 4 | 5 | NA |
| 3. organizes and completes work professionally and on time. | 1 | 2 | 3 | 4 | 5 | NA |
| 4. dresses appropriately for setting. | 1 | 2 | 3 | 4 | 5 | NA |
| 5. makes and keeps non-class appointments. | 1 | 2 | 3 | 4 | 5 | NA |
| 6. understands and follows institutional rules/procedures. | 1 | 2 | 3 | 4 | 5 | NA |
| 7. establishes appropriate relationships with peers. | 1 | 2 | 3 | 4 | 5 | NA |
| 8. establishes appropriate relationships with instructors. | 1 | 2 | 3 | 4 | 5 | NA |
| 9. establishes appropriate relationships with administrators. | 1 | 2 | 3 | 4 | 5 | NA |

Describe the basis for any ratings of 4 or 5 (use additional sheets if necessary):

Discuss any reservations regarding awarding candidacy to this student (use additional sheets if necessary):

COUNSELING PROGRAM FACULTY MEMBER

SIGNATURE: _____

DATE: _____

**GENEVA COLLEGE
MA in COUNSELING PROGRAMS**

APPLICATION TO TAKE COURSE WORK ELSEWHERE

Instructions:

1. Fill in all of the requested information.
2. Take this completed form and a college catalog or course description from the other school, to your faculty advisor. He/she will sign and date this form, and will forward your request to the MA in Counseling Programs Director. Form then will be forwarded to the MA in Counseling Program Manager and sent to the Registrar's Office.
3. When you have completed the approved course, request that an official transcript be sent to the Registrar's Office so that course credit will be posted on your record.
4. For specific information about transfer of grade and credit, please refer to the most recent Geneva College catalog and MA in Counseling Student Handbook.

Student Name: _____ Student ID# _____

Student Address: _____ Program: _____

_____ Student Phone #: _____

_____ Email Address: _____

Explain why course must be taken elsewhere.

College/University where course will be taken: _____

<u>Course#</u>	<u>Course Title</u>	<u>Credits</u>
----------------	---------------------	----------------

(Please include a copy of the course description along with this application.)

Signatures:

Program Coordinator/Advisor _____ Date _____ Approved Denied

Director of the MA in Counseling Program _____ Date _____ Approved Denied

Distribution: **Original** –MA in Counseling Office, **Copy** – Student, Faculty Advisor, Registrar

GENEVA COLLEGE
MA in COUNSELING PROGRAMS
PETITION FOR EXCEPTION TO PROGRAM POLICY

To be filled out by student.

Name: _____ E-mail: _____ Phone: _____

Address: _____ City: _____ State: _____ Zip: _____

Signature: _____ Date: _____

PETITION: State which policy exception is requested.

REASON FOR PETITION: State why the exception to policy is necessary.

STUDENT'S ACADEMIC ADVISOR/PROGRAM COORDINATOR:
Explain your ruling including any conditions. Use additional paper if necessary.

Recommend: Yes No

Signature: _____ Date: _____

Director of the MA in Counseling Programs:
Explain your ruling including any conditions. Use additional paper if necessary.

Recommend: Yes No

Signature: _____ Date: _____

Distribution: **Original** – MA in Counseling Programs Office **Copy** – Student, Faculty Advisor

**GENEVA COLLEGE
MA in COUNSELING PROGRAMS
APPLICATION FOR READMISSION**

Marriage & Family Counseling Mental Health Counseling School Counseling

Full-time Part-time

Name _____ Date of Birth _____

Address _____

Phone # _____ E-mail: _____

Semester you last attended Geneva College _____

Degree Program of last enrollment _____

Reason for interrupting your education:

Semester you would like to return to Geneva College _____

Other colleges attended since leaving Geneva College: _____

College Date of Attendance Credits Earned

Reason for returning to Geneva College. (What conditions have changed from the time you left?)

Student Signature: _____ Date _____

Please attach an updated resume and official transcript(s) of courses(s) completed at other colleges.

Program Coordinator/Advisor Signature _____ Approved ____ Denied ____

Comments _____ Date _____

Director of MA in Counseling Program Signature: _____ Approved ____ Denied ____

Comments _____ Date _____

Students who have not enrolled at Geneva College's MA in Counseling Program for one year must complete a full application for admission to the program.

**Request to Change MA in Counseling Program Enrollment
Geneva College**

(Please attach a revised Plan of Studies with this request)

Name: _____ Date: _____

Address: _____

Phone: _____ E-mail _____

From: ___ Marriage and Family Counseling Program
 ___ Clinical Mental Health Counseling Program
 ___ School Counseling Program

To: ___ Marriage and Family Counseling Program
 ___ Clinical Mental Health Counseling Program
 ___ School Counseling Program

Reason for Request:

Student Signature _____ Date _____

Current Program Coordinator/Signature _____ Date _____
Approved _____ Denied _____

Comments

New Program Coordinator/Signature _____ Date: _____
Approved _____ Denied _____

Comments

Director of MA in Counseling Programs Signature _____ Date: _____
Approved _____ Denied _____

Comments