



M.A. in Counseling Programs Handbook 2020-21

**Clinical Mental Health Counseling Program
Marriage, Couple, and Family 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 (MA) in Counseling program is to educate, supervise, and mentor students to develop the knowledge, skills, and personal awareness necessary for them to function as professional counselors. The MA in Counseling program promotes excellence in professional preparation by providing a comprehensive education that integrates an understanding of Christian faith with professional counseling standards, as well as in a variety of religious and secular settings. This program adopts and seeks to promote a holistic mindset and set of practices, specifically integrating biological, psychological, sociocultural, and spiritual frameworks that orient and inform our understanding of human development and the change process. In addition to general counseling proficiency, students are specifically trained to become Clinical Mental Health; Marriage, Couple, and Family; or School Counselors.

1. The mission of the Clinical Mental Health Counseling Program is to train entry-level counselors capable of functioning competently and ethically in mental health delivery environments; operate using an overall developmental/wellness model informed by a neumobiopsychosocial framework; and, employ systematic and culturally sensitive intervention strategies.
2. The mission of the Marriage, Couple, and Family Counseling Program is to train students in the knowledge, skills, and practices of counseling in order to provide competent care for individuals, couples, and families within a multicultural and pluralistic society; this mission is actualized through the process of embracing (1) a family systems orientation to counseling, (2) the highest ethical standards of the profession, (3) an exploration of the person of the counselor, and (4) professional development through participation and leadership in professional organizations.
3. The mission of the School Counseling Program is to prepare school counselors capable of supporting the academic, occupational/vocational, and personal/social development of the students whom they serve. Competencies in working with students ranging grade-levels P-12 are taught and instilled through (1) the use of data to inform school counseling programs and practices, (2) excellence in knowledge and practice, (3) integrity through adherence to codes and standards for ethical practice, (4) management of their own professional development, and (5) competent school counseling and educational practices

Outcomes

1. Students will demonstrate knowledge and skill-based competencies, personal (inter-and-intra) awareness and growth, and a keen understanding of ethical issues and ethical decision making processes in each of the following core areas: human growth and development, group counseling and group work, social and cultural diversity, counseling and helping relationships, career and lifestyle development, assessment and testing, research and program evaluation, and

professional counseling orientation and ethics. These outcomes will be assessed through a variety of means, including, but not limited to, the following: classroom participation and group work, class presentations, written communication (both academic and reflective), role-play activities, capstone projects, and a variety of other assignments, both formative and summative in design.

2. Students will demonstrate knowledge and understanding of the Christian faith, as well as other roles of spirituality and religion on the change process and demonstrate competencies around integrating these perspectives into the analysis, evaluation, and/or case conceptualization processes in professional counseling settings. This outcome will be assessed through participation in classroom discussions, presentations, writings, and a variety of other assignments, both formative and summative in design.
3. Students will demonstrate knowledge and skill-based competencies, personal (inter-and-intra) awareness and growth, and a keen understanding of ethical issues and ethical decision-making processes in practicum and internship experiences; this also in the various unique applications specific to their chosen counseling specialization (Clinical Mental Health; Marriage, Couple, and Family; or School Counseling).
 - a. Students in the Clinical Mental Health Counseling program will demonstrate basic mental health counseling skills and mastery of essential mental health knowledge (e.g., diagnosis, treatment planning, evidence-based interventions) during and throughout their internship experience.
 - b. Students in the Marriage, Couple, and Family Counseling program will demonstrate skill and knowledge proficiencies in assessing levels of function/dysfunction among families. Students will practice and demonstrate skill-based competencies in joining with various families/relational systems, and an ability to customize treatment approaches/interventions in order to promote therapeutic change, enhance relationship satisfaction, or any other goal that is congruent with the family/system's goals for therapy. Specific skills and approaches will be demonstrated regarding ethical decision-making processes, case conceptualization processes congruent with family systems therapy, and multicultural competence/awareness regarding a variety of social, cultural, sexual, and/or religious factors which could be influencing the system.
 - c. Students in the School Counseling program will demonstrate knowledge and performance competencies required to facilitate academic, occupational/vocational, and personal/emotional development of students; this in addition to demonstrating proficiency in applying ethical and efficacious decisions-making skills, that are data driven and informed, throughout their work in counseling, consulting, coordinating, and/or appraising.
4. Given the array of personal skills and abilities possessed by diverse individuals, students will select and develop a personal style of practice, engage in supervised fieldwork experiences, and promote the development of a professional identify.

MA in Counseling Programs Description

The 60-credit Clinical Mental Health Counseling Program and the 60-credit Marriage, Couple, 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 60 credit School Counseling Program additionally prepares students to be certified as elementary and/or secondary school counselors by the Pennsylvania Department of Education (PDE).

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.

All three MA in Counseling Programs (Clinical Mental Health Counseling, Marriage, Couple, and Family Counseling, and School Counseling) are offered in their entirety on campus, on-line, and in a hybrid format.

All three programs offered in the MA in Counseling Program at Geneva, regardless of delivery method, are accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). The current accreditation runs through March 2024

Professional Counseling Organizations

Students enrolled in the M.A. in Counseling Program at Geneva College are encouraged to join professional counseling organizations as a matter of professional identity, involvement, and growth. While students are required to join the American Counseling Association before beginning either a practicum or internship, involvement in these organizations is encouraged at the time of program admittance. Students are also encouraged to maintain membership and involvement throughout their professional career. Below are links to information concerning the American Counseling Association and some of their subsidiaries which are pertinent to the M.A. in Counseling programs at Geneva College. Please note that many of these professional organizations also have state and local chapters as well.

[American Counseling Association](#)

[American Mental Health Counselor Association](#)

[American School Counselor Association](#)

[Association for Spiritual Ethical and Religious Values in Counseling](#)

[International Association of Marriage and Family Counselors](#)

[Christian Association of Psychological Studies](#)

Activities and Opportunities for Professional Involvement for Students

[Chi Sigma Iota](#)

Chi Sigma Iota is an international honor society for counseling students that recognizes and promotes academic and professional excellence in counseling. Students become eligible for membership by achieving at least a 3.5 GPA after successful completion of a minimum of 12 credits. Chi Sigma Iota alumni also provide on-going workshops for students on professional topics such as professional writing. Workshop topics are based upon the current needs of the students which may change from year to year.

Conference Attendance/ Presentations

Students are encouraged to attend conferences as a method of increasing both professional identity and development. Opportunities may also exist for students to present with faculty members at regional, state, national, and international conferences. Students have presented with faculty members at the following conferences: American Counseling Association, Pennsylvania Counseling Association, Pennsylvania School Counselor Association, and Christian Association of Psychological Studies International Conference. Funding may be available for students wishing to attend a conference or present at a conference with a faculty member. If interested in this opportunity, please see the M.A. in Counseling Program Director.

Curriculum

Students in the Clinical 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
 or Counseling 511: Christian Counseling within the Mental Health Professions 3
CNS 512: Research Design and Program Evaluation 3
CNS 514: Human Development 3
CNS 520: Counseling Theory 3
CNS 521: Counseling Skills 3
 or Counseling 579: Child and Adolescent 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
CNS 586: Mental Health Counseling Practicum 3
CNS 587: Mental Health Counseling Internship 6
Three Electives (9 credits)

Students in the Marriage, Couple, 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
 or Counseling 511: Christian Counseling within the Mental Health Professions 3
CNS 512: Research Design and Program Evaluation 3
CNS 514: Human Development 3
CNS 520: Counseling Theory 3
CNS 521: Counseling Skills 3
 or Counseling 579: Child and Adolescent 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, Couple, and Family Counseling 3
CNS 575: Foundations of Marriage, Couple and Family Counseling 3
CNS 577: Family Counseling 3
CNS 578: Marital and Couple Counseling 3
CNS 581: Marriage, Couple, and Family Counseling Practicum 3
CNS 582: Marriage, Couple, and Family Counseling Internship 6
Three Electives (9 credits)

Students in the School Counseling program (60 credits) will complete:

CNS 504: Statistics 3
CNS 505: Testing and Appraisal 3
CNS 510: Foundations for Faith-Based Counseling 3
 or Counseling 511: Christian Counseling within the Mental Health Professions 3
CNS 512: Research Design and Program Evaluation 3
CNS 514: Human Development 3
CNS 520: Counseling Theory 3
CNS 521: Counseling Skills 3
 or Counseling 579: Child and Adolescent 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 3
CNS 502: Advanced Child and Adolescent Treatment and Intervention 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
Three electives (9 credits)

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 Advanced Child and Adolescent Treatment and Intervention (3) Theory and practice of counseling children and adolescents in school and community settings. Characteristics of English language learners 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 abuse, 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.

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 511 Christian Counseling within the Mental Health Professions (3) Students will examine philosophical assumptions of major counseling theories and apply empirically verified modalities and techniques that can be faithfully housed within the Christian tradition. Students will learn to administer formal and informal assessment tools, as well as adopt counseling theories and clinical interventions which will enable them to competently address the religious/spiritual dimensions of client functioning in culturally and ideological diverse treatment settings.

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 of Counseling (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 the 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 specific populations and specific settings will be addressed. Includes a 10-hour group laboratory experience.

CNS 537 Professional Issues and Ethics in Marriage, Couple, and Family Counseling (3) A survey of professional identity, ethical standards, and legal codes for Marriage, Couple, 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 Educators, 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 Clinical 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 Advanced Mental Health Counseling Skills (3) This course is designed for advanced students to learn in depth the theory and practice of various individual counseling orientations as these counseling perspectives are applied with clients over time. The theoretical models addressed will be reviewed and critiqued for strengths, weaknesses and applicability to various client populations. The specific counseling theories covered will vary from semester to semester. Prerequisite: CNS 521. ***This class is offered every other summer.***

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 547 Advanced Assessments (3) The purposes of this course are (a) to familiarize the students with the study of mental disorders and advanced clinical assessments; (b) learn the most widely used system of classification of mental disorders, the DSM-5 and DSM IV-TR; (c) understand and recognize the behavioral symptoms that are indicative of mental disorders; (d) discuss some of the limitations and difficulties of defining mental disorders; (e) discuss the research methods and outcomes in the area of mental disorders; (f) review the potential biases in diagnosing members of ethnic minorities; (g) describe modern treatments of mental disorders; (h) discuss evidence-based treatments for mental disorders (i) be exposed to various initial and ongoing clinical assessment instruments for children, adolescents, and adults, discuss the strengths and weaknesses, and practice the use of some of them (j) learn how to conduct a psychosocial history and assessment (i.e. develop initial clinical impressions; identify the presenting problem, gather client information in the following domains: leisure and recreation, childhood history, military service, financial status, social and peer group; sexual orientation, family circumstances, vocational assessment, educational assessment, legal assessment, early detection of mental health illness that is life-threatening, nutritional status, psychiatric evaluations, psychological assessment(s), evaluation of language, current level of functioning, strengths, relationship with family, spirituality, health and medical history, indication of abuse and/ or neglect and evaluate its status on an ongoing basis; learn how to conduct a mental status exam, behavioral/cognitive/emotional functioning, etc.; recognizing and at times accepting mental health assessments from prior evaluations

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 549 Crisis and Trauma (3) This course addresses the nature of crisis and trauma from the intake interview through evidenced-based best practices for treatment models. It is designed to introduce students to the complex issues surrounding both crisis and trauma including trauma-informed care, trauma awareness (types, characteristics of, and individual and sociocultural features), trauma reactions, trauma-related symptoms, and co-occurring disorders, screening and assessment, treatment issues, and trauma-specific treatment models. The effects of trauma on the brain, body, and the mind will be discussed. Psychological First Aid, the ethics of caring for trauma survivors, secondary trauma, and the importance of clinical

supervision are also discussed. Students will be required to participate in several role plays and demonstrate competency in crisis management and suicide assessment as well as complete the Mental Health First Aid training and receive certification.

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 contact with K-12 students through individual or group counseling. They also participate in 1½ hours of weekly group supervision with the Geneva practicum instructor and, in addition, receive an hour a week of additional supervision with the course instructor. Prerequisites: requires Acts 33 and 34 clearances, FBI clearances, a recent TB test, and proof of malpractice insurance. *This class is only offered during the fall semester.*

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. Prerequisites: requires Acts 33 and 34 clearances, FBI clearances, a recent TB test, proof of malpractice insurance, and a passing grade on the comprehensive exam. *This class is only offered during the spring semester.*

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. Prerequisites: requires Acts 33 and 34 clearances, FBI clearances, a recent TB test, proof of malpractice insurance, and a passing grade on the comprehensive exam. *This class is only offered during the spring semester.*

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, Couple, 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 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 Child and Adolescent Counseling Skills (3) This course will focus specifically on counseling skills used to work with children and adolescents. It incorporates both American School Counseling Association Personal/Social Domain standards for students as well as CACREP standards. Students will learn evidence-based best practices and user-friendly techniques for counseling this unique and often challenging population. The integration of the child's faith into assessment and treatment will also be addressed.

CNS 581 Marriage, Couple, 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; group supervision 1½ hours per week on campus; and one hour of additional faculty supervision per week. Development of clinical skills is a key focus of the practicum. Prerequisites: CNS 521 and CNS 536. Acts 33 and 34 clearances and proof of malpractice insurance.

CNS 582 Marriage, Couple, 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 held for one hour weekly in the field and in group supervision for 1½ hours per week on campus. Students must be registered for this course while completing the internship. Prerequisites: Requires Acts 33 and 34 clearances, proof of malpractice insurance, and a passing grade on the comprehensive exam.

CNS 586 Mental Health Counseling Practicum (3) This course is a 100-hour experience which includes 40 hours of direct service with individuals and groups; group supervision 1½ hours per week on campus; and one hour of additional faculty supervision per week. Open only to students who have been admitted to the program as degree seeking students. Prerequisites: CNS 536 and CNS 521; requires Acts 33 and 34 clearances and proof of malpractice insurance.

CNS 587 Mental Health Counseling Internship (6 credits over two semesters) 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 and in-group supervision 1½ hours per week on campus. 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 clearances, proof of malpractice insurance, and a passing grade on the comprehensive exam.

CNS 591 Special Study (1-3) A seminar or directed study on an announced topic or set of topics. Credit specified at registration. Repeatable for credit with a new topic.

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: approval by the instructor and the department chair.

Criteria for Full Admission

A decision to fully admit a student to the M.A. in Counseling program is based on the belief of program faculty that the applicant has the potential a) to contribute to the counseling field, b) to succeed in the program, promoting their own growth and not impeding progress of other students, and c) to conduct their professional work in a legal, ethical and moral manner (See ACA Code of Ethics, 2014). Students are expected to have a 3.0 GPA (Grade Point Average) in their undergraduate field of choice. Students who do not have a 3.0 GPA may still be admitted provisionally if, in the judgment of the M.A. in Counseling faculty, the student meets all other criteria stated above.

Provisional Status: Provisional admissions status may be granted to students who meet most but not all criteria for full admission (academic or otherwise; please see above). Students admitted on a provisional basis will be evaluated at the end of each semester to determine his or her continuation in the program until such time as the student is granted full admission. Furthermore, the M.A. in Counseling faculty reserve the right to specify provisions as a condition of admittance (limited to two classes per semester until granted full admission, etc....) The faculty decision to change an admission status can occur as early as the end of the first semester but no later than the completion of 27 credits. It is possible that at the time of review, students fail to meet the criteria for full admission into the program. In which case, the faculty will meet and make a recommendation to the Program Director to either allow the student to continue in the program or to dismiss the student from 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.

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 (see Provisional Status Policy above). 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 relative to past felony convictions and/or 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, academic 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. While there is no deadline for admissions, we strongly encourage students to apply well in advance of the start of semester. This allows time to review and process applications and tend to enrollment matters. Applications for the

upcoming semester will not be reviewed after 14 calendar days prior to the start of that semester. However, exceptions can be made with the express written consent of the Program Director or Dean. Students can officially begin their studies in the fall and spring semesters at both locations. Admissions decisions are based on multiple criteria. Prospective applicants are rated according to the following:

1. Academic background and aptitude for graduate level work
2. Interpersonal skills which include the ability to relate to others in individual and small-groups contexts
3. Professionalism
4. Work-related experiences
5. Compatibility between personal career goals and program goals
6. Technology competence

In the event that the academic essay reveals a significant deficit in writing ability, students may be required to attend a writing seminar. This decision is at the discretion of the program director in consultation with the M.A. in Counseling faculty. Personal or phone admission interviews are conducted by M.A. in Counseling Programs faculty and/or staff members. The review of applications is made by an admission committee comprised of M.A. 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 (See ACA Code of Ethics, 2014).

Please note that continuous enrollment in the program is required. In the event that a leave of absence becomes necessary, students must complete the Exception to the Policy form located on page 52 of this handbook. In the event that a leave of absence is necessary for more than one calendar year, the student must reapply to the program. Please refer to the Continuous Enrollment/ Leave of Absence policy in this handbook.

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, and students may file as follows:

1. Act 34 (Criminal Record) Clearance
2. Act 151 (Child Abuse History) Clearance
3. Act 114 (FBI Fingerprinting Check) Clearance (You will need to choose the Department of Human Services option)

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.

Certificate of Advanced Graduate Studies: This certificate is particularly designed for students who already have master's degrees in counseling or a closely related field and who attend Geneva College in order to earn additional credits necessary for certification or licensure. Other students enroll in order to earn credits in a specialized professional area. Students are required to complete a minimum of 12 credits in Counseling. The curriculum is designed to accommodate each student's individual needs. In consultation with an assigned faculty advisor, each drafts and submits a Plan of Studies at the time of initial enrollment. If seeking state licensure, students are encouraged to submit this Plan of Studies to their state licensure board. The licensure board has the authority to advise the student about whether the plan would meet licensure board professional counselor licensure (LPC) requirements. Plans of studies relative to Pennsylvania Department of Education School Counselor certification would be similarly drawn at the time of initial enrollment.

Admissions Requirements for Certificate of Advanced Graduate Studies:

1. Master's Degree in Counseling or a related field from an accredited institution.
2. Completed application which includes an admissions essay and three academic or professional recommendations.
3. Official transcripts from all colleges' universities attended.
4. A GPA of 3.0 or above in a Master's Program
5. Resume' or Curriculum Vita
6. An admission interview
7. Possible additional requirements as determined by the M.A. in Counseling faculty, which they would deem necessary to inform admissions decisions.
8. A statement that the candidate has read the professional American Counselors Association Code of Ethics and agrees to adhere to ethical standards of the code (This is the same code that has been adopted by the Pennsylvania licensure board).
9. Students who wish to complete field experience (practicum and/or internship) as part of the CAGS must submit a proposal outlining a plan for the completion of their field work, meet with a faculty advisor, and obtain faculty approval.
10. Because the M.A. in Counseling faculty assumes supervisory responsibility for students completing fieldwork, CAGS students who are not Geneva College MA in Counseling graduates and who wish to complete a field experience must complete at least 9 Geneva College MA in Counseling credits before beginning fieldwork.

School Counseling Program for Post- Master's Degree Students:

This policy applies to graduates of a CACREP-accredited counseling program who seek endorsement for school counselor certification in the state of Pennsylvania. These students are required to take a minimum of 13 credits but may be required to take addition credits in the specialized area of School Counseling. The exact number of credits needed will be determined by the School Counseling Program Coordinator in consultation with the Graduate Program Director. The following will be required of all applicants to this program:

1. Completed application, official transcript from all colleges and/or universities attended, and references
2. All relevant clearances (Act 34, Act 151, Act 114, TB test)
3. Interview with the School Counseling Program Coordinator and/ or the Graduate Program Director
4. All relevant coursework must be completed before students will be permitted to enroll in either a practicum or internship.

A decision to admit a student under this policy is based on that belief that:

1. The student has been trained according to CACREP standards
2. The student will behave and practice in a competent and professional manner in the field
3. The student will be able to promote the academic, career, and personal/ social development of all P-12 students.

Dual Degrees

It is possible for students to receive dual certification in two separate specialty areas. As per CACREP 2016 Standards, "If a student wishes to graduate from two counseling specialty areas concurrently, he or she must meet the degree requirements for both CACREP-accredited specialties. This would include meeting the curricular requirements for each specialty, a minimum of 600 clock hour internship for each specialty, and any differences in the core curriculum. The awarding of the degree(s) must occur simultaneously." If a student is interested in this option, he or she should consult with his or her advisor.

Notification to Students Seeking Licensure outside the State of Pennsylvania

If you are a student seeking professional counseling licensure in a state other than Pennsylvania, as part of your professional responsibility, we strongly urge you to educate yourself as to what the educational requirements are for the state in which you hope to practice as portability of licensure between states is not a guarantee. Below please find two helpful resources which will guide you in your decision-making process:

- [American Counseling Association: Licensure and Certification: State Professional Counselor Licensure Boards](#)
- [Counselor-license.com](#)- Scroll down on the page to find a clickable map with detailed information for each state. Please note that this information is not maintained by the American Counselor Association.

If you have any questions or concerns, please contact your advisor immediately.

Notification to Fully On-Line Students

Geneva is an approved SARA institution in Pennsylvania. The National Council for State Authorization Reciprocity Agreements (NC-SARA) is a voluntary, regional approach to state oversight of postsecondary distance education. States and institutions that choose to participate agree to operate under common standards and procedures, providing a more uniform and less costly regulatory environment for institutions and more focused oversight responsibilities for states. **Geneva College's participation in NC-SARA allows Geneva's programs to be available to students who are located in [member states](#).** At present, California is the only U.S. state to have not yet joined NC-SARA.

Students who begin an online program while located in a state in which Geneva is authorized to offer online programs need to be aware that **moving to a state or location in which Geneva is *not* authorized to offer the program may have negative consequences**, such as the loss of eligibility for certain forms of financial aid and/or the ability to complete the academic program.

Please note that SARA membership does *not* include reciprocity for licensure or certification issues with other states. Geneva's licensure programs meet Pennsylvania licensure and certification requirements only. Completion of these requirements does not guarantee compatibility with other state licensure certifications. Before enrolling in an online licensure program at Geneva, research whether the licensure will be compatible with those of your home state.

Financial Aid/Graduate Assistantships

Financial aid is available to graduate counseling students in several ways. Students may contact the Student Financial Services Office at Geneva College (724-847-6533) for information about Federal Aid and Loans. The Student Financial Services Office is located in Alexander hall, Lower Level with Hours: Monday-Friday 8 a.m. - 5 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 (full-time, part-time) may lead to a change in the financial aid package.

Graduate Assistantships are offered in different ways on a yearly and semester basis. Each assistantship would be renewable for the following year and/or applicable semester. Student work positions may also be available in areas like assisting with research, tutoring, and class facilitator. Each of these graduate assistantships would provide a small stipend. Currently, we have graduate assistantships in Geneva's Health and Wellness Center and Student Success Center; both include a tuition discount with a small stipend. For all graduate assistantships, all stipends are considered taxable income. Preliminary discussions about both types of graduate assistantship positions can be discussed with the M.A. in Counseling Program Enrollment Manager. (724-847-6697)

Student Financial Services Information for Graduate Students

Applying for Federal Aid

- Make sure you have a FSA ID, or set one up at <https://FSAID.ed.gov> you will need to for all Federal Student Aid websites.
- File your Free Application for Federal Student Aid (FAFSA) at <https://FAFSA.ed.gov> Make sure to include the Geneva School Code (00326700)
- Submit the **Intended Enrollment-Graduate Students form, Employer Reimbursement form**, if applicable, and any other requested forms as noted on your MyGenevaAid account, to Student Financial Services (See instructions for logging in below, under “Accepting Your Financial Aid.”
 - o NOTE: You must submit these forms before we can package your financial aid.
- Check previous borrowing information at <https://www.nslds.ed.gov>
- Understand Federal Student Loan fees and interest rates: <https://studentaid.ed.gov/interest>

Your Financial Aid Package

Once you file your FAFSA, we will receive it electronically within 2 business days.

- Once the FAFSA and all necessary documents are received, we will determine your eligibility based on your cost of attendance (tuition and fees, plus allowances for other expenses) and intended enrollment.
- We will package your awards (loans, employer benefits, other aid sources), and email you information on how to accept your aid online.

Accepting Your Financial Aid

- Log into MyGenevaAid (our financial aid manager) at <https://finaid.geneva.edu>
 - o Important Note: You will not have an account until your FAFSA is received by Geneva College.
 - o Use Internet Explorer or Firefox for best results.
 - o USER ID: Your Student ID number WITHOUT the leading zeros
 - o Initial PASSWORD: The phone number that the Student Financial Services Office has on file
 - o You will then be able to set up your password and security questions for future use
- Once you log in and accept the terms, you can:
 - o View and download necessary documents
 - o Accept or decline your financial aid awards
 - o See your financial aid disbursement dates
- Ensure you have completed a current Direct Loan Master Promissory Note and the Direct Loan Entrance Counseling (and sent them to Geneva) at <https://studentloans.gov> We will be notified electronically once these are submitted.

Additional Funding Options

- If you have already reached the Federal Limit in Direct Unsubsidized Loans you can review private loans options at www.elmselect.com Graduate students may also look into the Federal Direct Plus Loan at <https://studentloans.gov>

Your Student Account

It is the responsibility of the registered student to accurately maintain their student account at all times and to ensure all bills are paid on time.

- Once you have logged in to your MyGeneva account (<https://my.geneva.edu>) you will manage all aspects of your student account from receiving eBills, adding an authorized party, making on-line payments, checking your student account balances and managing Student Choice Refunds, and much more.
- Click on the on the Student Financial Services tab.
- Go to my Nelnet Account (bottom of page)
- Complete instructions to set up your Nelnet account can be found at <http://www.geneva.edu/student-financial-services/tuition-costs-billing/nelnet-faq>
- Instructions for setting up a payment plan can also be found at the link above.
- Your financial aid will not show on eBill until you have responded to your aid and submitted all required documents (see step #2).
- Details for bill due dates and information can be found at: <http://www.geneva.edu/student-financial-services/tuition-costs-billing/tuition-costs>

Credit Balance Refunds

At Geneva, we are committed to providing you with the best possible electronic billing service for quick delivery and ease of payment. One of the enhanced services that we now offer is something called “Student Choice Refunds.”

This service allows students to receive any overpayment/credit balance back by ACH (direct deposit). This allows you to receive your overpayment directly into your bank account rather than having to wait on a refund check to arrive in your mailbox and then having to go to the bank to deposit it. The following link provides detailed instructions on how to enroll in this refund method if you have not already. Just click on “How do I sign up to receive my refund via Direct Deposit?”

<http://www.geneva.edu/student-financial-services/tuition-costs-billing/nelnet-faq>

Graduate Program Tuition and Aid Refund Policies

In all cases, the official course start date and course end date per the Registrar’s office are used in calculations. Students should be aware that the course start date does not always correspond directly with the first day that the class meets.

Tuition will be refunded according to the Geneva College policies which can be found here:

<http://www.geneva.edu/student-financial-services/policies/financial-policies>

Federal Aid will be refunded per the policies listed here:

<http://www.geneva.edu/student-financial-services/policies/refund-policy>

It is expected that students will initiate a discussion with Student Financial Services regarding the impact a withdrawal from any or all classes could have on their financial aid, before

withdrawing. Bills and aid are often impacted so the student may have a balance they are responsible for.

Registration/Refund/Student Account Policy

The following policies are graduate program policies regarding dropping and adding classes, timelines and refunds connected to dropped classes, withdrawal policies for classes, and payment of student accounts. Please consult these policies as you plan, and possibly adjust your schedule.

Adding a Course:

Students may add a course to their registration up through the first meeting of the course.

Withdrawal from a Course:

Students may withdraw from a course after 20% of the course has transpired through 66% of the course. The grade on the transcript will be listed as WX (withdrawal before judgment could be formed), WP (Withdrawal, Passing), and WF (Withdrawal, Failing) as assigned by the course instructor. The grade will not impact the student's GPA. Dates reflecting the last day to withdraw from a course are posted each term and by academic program as needed. After 66% of the course has occurred, students are not able to withdraw from a course and will receive the grade assigned by the course instructor.

For instance, if a 14 week course starts on Tuesday, September 2nd, the last day to withdraw from a course would be Monday, November 3.

M.A. in Counseling Program Tuition Refund Policy:

In all cases, the official course start date and course end date per the Registrar's Office are used in calculations. **Students should be aware that the course start date does not always correspond directly with the first day that the class meets.**

Tuition will be refunded according to Geneva College policies which can be found here:

<http://www.geneva.edu/student-financial-services/policies/financial-policies>

Financial Aid Refund Policy:

If you have borrowed Federal Direct Loans, they are returned according to the federal guidelines which can be found here: <http://www.geneva.edu/student-financial-services/policies/refund-policy> If you have questions about how your Geneva tuition refund and federal financial aid refund will impact your student account, please contact the Student Financial Services Office in advance at 724.847.6530 or SFS@geneva.edu.

Student Account Policy:

Graduate students must pay 100% of the bill up-front, as there are no deferred payment options for this program. Tuition is due 10 days before the start of each semester.

Payment Plan Options:

You are eligible to enroll in a monthly, interest free payment plan to assist you in paying your fall semester balance. Please note that you are required to sign up for the full outstanding balance on your student account; payments will be automatically deducted from your bank account or credit card; and payment plans must be set up through your Nelnet account. There is a 5-month plan and a 4-month plan. A \$25.00 Non-Refundable enrollment fee due at the time you enroll in the plan. Also, if you choose the 4-month plan there is a 10% down payment of the balance due at time of enrollment. Please check enrollment availability for each plan. For more information can be found on the Geneva College website: <https://www.geneva.edu/student-financial-services/tuition-costs-billing/> . If you need assistance you may call 724-847-6550.

Details can be found at: <http://www.geneva.edu/student-financial-services/tuition-costs-billing/tuition-costs>

Continuous Enrollment/ Leave of Absence Policy

Continuous enrollment in the program is required. **Students who wish to take a leave-of-absence or withdraw from the program must make a request, in writing, to his or her academic advisor as well as the Program Director. This will be documented in the student's file. Student who are not enrolled in classes for more than 1 calendar year or longer will be considered withdrawn from the college and must apply for re-admission to the program. Academic standing will be determined upon readmission. Since re-admission can be a lengthy process and involves various departments on campus, an application to re-enroll should be made at least one month before the start of the academic semester. Failure to do so may delay access to myGeneva and e-mail access which could place the student at a disadvantage. Persons interested in re-enrollment should contact our Assistant to the Counseling Program, Mrs. Marina Frazier, to initiate the process.** The maximum time to complete the M.A. 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.

Family Education Rights and Privacy Act (FERPA)

Geneva College focuses on educating the whole person. Educating the whole person involves students' curricular, co-curricular and living experience, physical and emotional health, and financial management, as well as the College's engagement with students regarding these areas. The term "education records" is defined by the Family Educational Rights and Privacy Act (1974) as those records that are: (1) directly related to a student; and (2) maintained by an educational agency or institution, or by a party acting for

the agency or institution. Students' educational records at Geneva College are managed in accordance with the Family Educational Rights and Privacy Act (FERPA), which is designed to protect the privacy of educational records, to establish the right of students to inspect and review their records, and to provide guidelines for the correction of inaccurate or misleading data through informal and formal hearings.

FERPA protected student records fall into two categories: public, "directory information," or private, "nondirectory" information. Directory information may be released at the discretion of the College without written permission from students. The College defines directory information to include the following: name; local and home address and telephone; e-mail address; photograph taken for College purposes; class year; major field of study; enrollment status; dates of attendance; participation in officially recognized activities and sports; weight and height of members of athletic teams; degrees, awards (including merit scholarships awarded); and the most recent educational institution attended. The College provides students with an annual notice of this policy. Students may request, at any time, that the Registrar's Office treat their directory information as confidential. Disclosure of non-directory information (e.g. admissions application, academic records from past schools, recommendation letters, financial aid application, need-based financial aid awards, student financial services statements, academic transcript, student teaching application material, medical records, athletic physical records, car registration and ticket information) requires either the consent of a student or a relevant exception as described below. Both directory and non-directory information may be shared between Geneva College employees who have a legitimate educational reason to know the information.

FERPA does not guarantee any rights to parents or guardians of students who are attending postsecondary education institutions. FERPA does, however, allow such institutions to provide parents or guardians with access to private student records if the student is a tax dependent as defined by the Internal Revenue Code. Geneva College treats students as young adults who are learning to manage their public and private educational records. Students are encouraged to discuss with their parent(s) or guardian(s) which private student record(s) they are comfortable sharing with their parents or guardians. The College must receive proper documentation before it will share student records with a requesting parent or guardian. Such documentation may include student consent forms, verification of tax dependent status, or other acceptable documentation indicating the College's authority to release the requested record(s). In an effort to treat students as young adults, the College defers, in most cases, to students' decisions regarding contacting parents with private information.

The College reserves the right to share students' private information with those who may provide assistance in a health or safety emergency and/or after students have been found in violation of the alcohol or drug policy. If a student is unable or unwilling to give authorization to release private information to a parent or guardian during a health or safety emergency, the College may initiate sharing and/or requesting pertinent private information with parents or guardians if it is believed they can provide information in order to effectively assist a student in a health or safety emergency.

Students have the right to file complaints with the Family Educational Rights and Privacy Act Office concerning alleged failures by Geneva College to comply with provisions of the Act. Such complaints

should be sent to: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, D.C. 20202-5920 (<http://www.geneva.edu/student-life/vp/student-handbook#familyeducationrights>).

Inclement Weather Policy

From time to time students have had questions regarding how the MA in Counseling Program notifies students if classes are cancelled due to weather conditions. The following items clarify how decisions are made and communicated:

- 1) As a general rule of thumb, if the Main Campus is open, our program will have classes.
- 2) If Geneva closes the Main Campus and cancels classes, our program classes will be closed as well. When campus closes, information is sent out via “Geneva Alert” system, email, and is also posted on the web site.
- 3) Faculty members use their best professional judgment when they make decisions regarding a particular section of their class meeting or not meeting. If a faculty member decides that it is necessary to cancel class, they will notify you of the closing through your Geneva email account, as well as to communicate with you when you will be making up the missed class.

Policies Regarding Primary E-Mail Address and E-mail Usage

INTRODUCTION

In an effort to provide simplified and consistent communication to all Students, Faculty and Staff, the Information Technology Oversight Committee (ITOC) has established that moving forward, the Geneva College email address provided to all users will be the official email address to which the College will send electronic communications.

EMAIL ADDRESSES

All students are issued an official Geneva College (@Geneva.edu) email account when they enroll. Students are notified of their @Geneva.edu address and account username and temporary password by letter. This official address is recorded in the College’s electronic records for that student.

PASSWORD RESET EMAIL

It is strongly recommended that all users have a secondary, non-Geneva email address to assist in password resets. This should not be your primary @Geneva.edu email address. While the password reset email address can be the same as the personal email address, it does not have to be as they are two separate entries in MyGeneva.

EMAIL FORWARDING OR FETCHING

The College provides several mechanisms for users to access their official Geneva email account on and off campus. Office 365 email can be viewed online at my365.geneva.edu, from smart mobile devices with the Office 365 App or by using the mail client. For reasons of compliance, privacy and confidentiality, the College does not support or allow the automatic forwarding or fetching of email from their official Geneva email address to another email address.

EXPECTATIONS REGARDING FREQUENCY OF READING EMAIL

Students are expected to check email frequently and regularly in order to stay current with College-related communications, recognizing that certain communications may be time critical. It is recommended that email be checked daily, but at a minimum, twice per week.

Students on off-campus study programs approved by the college are expected to check their email as regularly as time and facilities permit. In cases where the student is away from internet access for more than a week at a time, the student should set their "away message". If an urgent situation arises while the student has an away message set, every attempt will be made to contact the student through other means.

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 to transfer three credits or one graduate course 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 to the 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 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.

Transfer of Academic Credit by Students who hold Prior Master's Degrees in a field related to Counseling:

Students who hold Masters Degrees in areas related to counseling from accredited colleges and universities may apply to Geneva College's Masters in Counseling Programs. If they wish to transfer graduate counseling course credits which were completed in order to meet the requirements for a prior master's degree, they must submit a written request, official transcripts, and course syllabi. Transfer credit will only be granted for courses taken within the past ten years. Official transcripts and course syllabi will be evaluated by the registrar and by program faculty members at the time of admission to the program. If prior graduate counseling courses taken within the past ten years are deemed equivalent in content to current Masters in counseling courses in the program, up to 24 transfer credits will be granted. However, students with prior master's degrees in related areas must complete at least twelve credits in courses after the time of admission to the Geneva College Masters in Counseling Programs before they will be admitted to degree candidacy and before they can enroll in a practicum or internship.

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.

Registration for Classes

It is the responsibility of each MA in Counseling student to register themselves for classes each semester. Class registration each semester should be based upon the Plan of Study completed with the student's academic advisor. If for some reason a student needs to deviate from the Plan of Study established with their academic advisor, it is their responsibility to consult with their advisor before scheduling classes.

Registration deadlines are emailed to students each semester to make them aware of the registration deadline for the following semester's classes. Failure to register by the end of the current semester will automatically cause the student to be withdrawn from the program when the current semester ends. If this happens, please be aware that your myGeneva student account will need to be reactivated by several departments on campus so that you can successfully re-enroll in the program. This reactivation and re-enrollment process can sometimes take up to 60 days.

Statement of Personal Counseling Services for Students

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 contact Amy Solman, Director of Health and Counseling Services, to arrange a one session consultation or referral with her. The Office of Health and Counseling Services is located in the basement of McKee Hall. Amy Solman can be reached via e-mail at alsolman@geneva.edu or by phone at (724) 847-6812.

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 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.

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.

Academic Progress, Continuation, 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 M.A. 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 and draft a remediation plan to submit to the M.A. in Counseling faculty for approval. A final copy of the plan will then be placed in the student's file. Students on academic probation may be referred to the Geneva College Health and Wellness Center, the Career Development Center, or the Student Success Center for additional counseling or advising.

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 M.A. 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 M.A. 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 overall policy is explained further in the college catalog and student handbook published on the Geneva College website. This policy also may pertain to a student returning from hospital confinement who needs extended observation. For further clarification, please refer to the later sections in this M.A. in Counseling Program Handbook entitled "Professional and Ethical Standards" and "Faculty Responsibilities" as well as to overall college policies pertaining to disciplinary procedures and withdrawals. These latter policies are written in the Geneva College Catalog and/or Student Handbook which are published on the college website.

Furthermore, the college administration reserves the right to place a student on academic probation or dismiss from the program for reasons other than the criteria described above. Criteria that may be used to make these judgments include, but are not limited to, specific patterns of poor academic performance, weak progress in completing attempted credit hours, student disciplinary history, poor class attendance, problematic behavior in and/or out of class, lack of conformance to academic regulations, and so forth.

Student Academic Appeals Policy

Grades are assigned on the basis of an assessment of students' achievement of stated criteria for a specific learning activity. Faculty members assign grades based on their professional and academic judgment. If a student disagrees with a grade, he or she should first ask the faculty member for a verbal explanation of how the grade was determined. In most circumstances, this interaction should resolve the situation. Only when a student feels there is **clear evidence** that the instructor did not use the grading criteria should a further appeal be considered. Grade appeals should be the exception and should not be pursued when students simply think their writing and content deserve a higher grade.

NOTE: Assessment of class participation or other unwritten work will NOT be considered in a grade appeal.

The Grade Appeal Process below must be followed:

1. The student must first ask the faculty member for a verbal explanation as to how the grade was determined.
2. If the verbal explanation does not provide a resolution, the student must submit an appeal of a grade in writing to the instructor of record on the course and to the Director of the M.A. in Counseling program

within 14 calendar days of receiving the grade. The appeal should document why the student believes the grade is not an accurate representation of an assessment based on the stated grading guidelines.

3. The instructor of record will respond to the appeal in writing within 14 calendar days with copies to the student and the Program Director. The response will justify why the grade should or should not be changed.

4. If the student is not satisfied with the outcome of the appeal, a further appeal can be made in writing to the Program Director within 14 calendar days of receiving the written decision of the instructor of record. The appeal should include the original graded paper and two clean copies of the paper. After reviewing the materials, the Program Director can take the following action:

- a. Affirm the decision of the instructor and inform the student of that decision.

OR

- b. Ask two qualified instructors to read and grade the work in question and then make a final decision with input from their evaluations.

5. The Program Director will document the final decision in writing to the student with a copy to the instructor.

- a. If the grade is not changed, the student will pay \$40 for the services of two instructors to read and grade the paper. A check for \$40, payable to Geneva College, must be included with the copies of the paper sent to the Program Director for the cost of the independent faculty assessments of the paper in question.

OR

- b. If the grade is changed, the check will be returned to the student.

6. If the student is not satisfied with the outcome of the appeal, a further appeal can be made in writing to the Provost within 14 calendar days of receiving the written decision of the Program Director. The Provost will assess the documentation of the appeal and will render a decision that either affirms or reverses the Program Director's decision. The Provost will respond to the student within 14 calendar days of receipt of the student's appeal. The decision of the Provost is final regarding the matter of the grade in question.

Administrative/Policy Appeal If a student feels that he or she has been treated unfairly by the application of any administrative decision or College policy, that student may appeal the decision in writing to the within six weeks of the effective date of the decision in question. Address the appeal to: Provost, 3200 College Ave., Beaver Falls, PA 15010.

Academic Integrity

Geneva College has adopted a campus wide policy on academic integrity, the main portions of which are summarized here. Students should become aware of the fuller [policy found in the Geneva College Catalog](#). When an instructor has reason to believe that dishonest behavior has occurred, the parties involved should be confronted as soon as possible by the instructor and notification made to the Program Director. Sanctions may be levied on the student, which could range from an informal warning to expulsion, based on the seriousness of the student's offense. Students may appeal any disciplinary action by following the procedure laid out in the [College's policy on academic honesty](#).

Degree Candidacy

Acceptance to the M.A. 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. **However, in the case of transfer students, Degree Candidacy may be delayed until the student completes at least 6 credits in the M.A. in Counseling Program through Geneva College.** Students who are admitted provisionally to the program are not permitted to apply for Degree Candidacy until they are fully admitted to the M.A. in Counseling Program. Students on academic probation are not permitted to apply to degree candidacy until the probationary status is removed which occurs only after the cumulative GPA is raised to a 3.0 or above. As a result, degree candidacy and/ or academic progress may be delayed for students who are admitted provisionally or for those students on probation. **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 M.A. 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.

1. A formal Application for Admission to Degree Candidacy must be submitted to the program Administrative Assistant. Submission deadlines are usually February 15th, June 15th, and October 15th during each academic year; however, students should consult the yearly program calendar

for the specific dates. Furthermore, the student should consult with his or her academic advisor if he or she is unsure of his or her eligibility status for Degree Candidacy. Following the submission of an Application for Admission to Degree Candidacy to the M.A. 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. A denial of denial of degree candidacy will result in dismissal from the program. Students may appeal a Degree Candidacy decision. Students will not be permitted to exceed 27 credits until degree candidacy is applied for and a decision is rendered by the M.A. in Counseling faculty.

Exams

Comprehensive Examinations

After completion of the eight core classes and before beginning the internship, each student must successfully complete the nationally standardized Counselor Preparation Comprehensive Examination (CPCE). Information regarding the examination can be found at [http:// www.cce-global.org/cpce](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 are responsible for the cost of the exam which approximately \$150.00. Students who are on academic probation or with two or more “C” grades will not be permitted to take the Comprehensive Examination or schedule practicum or internship credits. Students are not permitted to enroll in an internship class until they have passed the Comprehensive Exam. Students who fail are required to schedule a consultation with their M.A. in Counseling Program Coordinator and will be required to develop a written plan for remedial work and reevaluation. In addition, students who fail to pass the CPCE exam will be financially responsible for the cost of retaking the exam.

Students will receive information via their student e-mail on how to register for the CPCE. *It is the student’s responsibility to make sure they have registered and paid for the test, as there are both academic and financial consequences for neglecting this responsibility including ineligibility to receive financial aid and delay of graduation.*

National Counselor Exam

The M.A. in Counseling Programs at Geneva College were designed in accordance with national counselor certification and licensure standards. This exam is required for state licensure in most states, including Pennsylvania. The earliest point at which this exam can be taken is during a student’s last semester of study in the M.A. in Counseling Program, or students can choose to take the exam within a

year after their graduation from the M.A. in Counseling Program. 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 national offered once in the fall and spring. (In recent years this has been mid-October and mid-April.) Students are responsible for the cost of the exam, approximately \$315. **Information will be sent to students via their student e-mail account on how to register for the CPCE. Registration and payment for this exam take place almost six months before the actual exam.** 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. Prior to beginning the practicum and internship, students also are required to submit proof of liability insurance and clearances relative to criminal history and child abuse. Students can purchase liability insurance through student membership in the American Counseling Association (ACA). 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, Couple, 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-minimum 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; however, it may be split into two semesters if this is deemed necessary. Some students may not complete the required hours and may need to register for an additional semester to complete the experience. Internships are offered all semesters. The Marriage, Couple, 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.

Since students enrolled in practicum and internship represent the M.A. in Counseling program and Geneva College both in the classroom and in the community, it is expected that students will conduct themselves in a professional manner. Professional behavior includes but is not limited to being on-time for their practicum or internship, appropriate professional dress, and respect for the clients they will serve, their supervisors, and employees of the site placement. Students are also expected to honor the terms of the practicum or internship contract and to adhere strictly to the [American Counseling Association Code of Ethics \(2014\)](#).

Finally, it should be noted that students on probation are not permitted to enroll in either practicum or internship. Thus, academic progress may be delayed.

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 appropriate praxis exam. Students are asked to consult with the school counseling program coordinator for further information about accreditation.

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.

Because students in the M.A. in Counseling program represent not only the M.A. in Counseling program but Geneva College as well in the community, students are expected to conduct themselves professionally at all times, including their presence on social media. According to the ACA Code of Ethics (2014), "In cases where counselors wish to maintain a professional and personal presence for social media use, separate professional and personal web pages are created to clearly distinguish between the two kinds of virtual presence" (H.6.a). Students should refer to section H.6. of the ACA Code of Ethics (2014) to read further about Social Media expectations.

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.

Academic Policies, Student Policies, and Information about Geneva College

Students in the M.A. 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 M.A. 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
- Student Success Center (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
- Health and Wellness Center
- Custodial Services
- Financial Aid
- Fitness Center
- Food Services
- Health Services
- Intercollegiate Athletics
- Mail and Print Services
- Maintenance
- Multicultural Services
- Pisgah Program
- Security
- Emergency Policies
- College Building Phone Directory

M.A. in Counseling Faculty and Staff

Marina S. Frazier, Assistant to the Counseling Program, B.A. (Sociology), Gordon College

Jonathan Impellizzeri, Ph.D. Coordinator of the Marriage, Couple, and Family Therapy Program, Clinical Coordinator, and Associate Professor of Graduate Counseling Program. B.A., Lee University (Theology & Psychology); M.S.Ed., Duquesne University (Counselor Education: Marriage, Couple, and Family Therapy); and Ph.D., Regent University (Counselor Education and Supervision); Licensed Professional Counselor (LPC); Nationally Certified Counselor (NCC), Approved Clinical Supervisor (ACS), Distance Credentialed Counselor (DCC) ; Member of the American Counseling Association (ACA), Pennsylvania Counseling Association (PCA), and Christian Association of Psychological Studies (CAPS)

James K. Matta, Ed.D. Coordinator of the Clinical Mental Health Counseling Program and Professor of Graduate Counseling Program. 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 American Association of State Counseling Boards.

Shannan Shiderly, Ph.D. Director of the M.A. of Arts in Counseling programs, Associate Professor at Geneva College in the Graduate Counseling Program B.S. Geneva College (Psychology), M.Ed. Westminster College, Secondary School Counseling Certification (Level II) from the state of Pennsylvania, Ph.D. Robert Morris University (Instructional Management and Leadership); Nationally Certified Counselor (NCC). Member, American Counseling Association (ACA), American School Counseling Association (ASCA), Association for Counselor Education and Supervision (ACES), Pennsylvania School Counseling Association (PSCA), and the Beaver County Counselor's Association (BCCA).

Beth Ann Stein, Administrative Assistant, B.A. (Public Relations) Geneva College

Appendices

Geneva College
M.A. 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

_____ Date: _____
Please Print Name

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.

____ Plan of study completed and submitted to the program administrator. Date: _____

____ Degree Candidacy Interview Date: _____ Decision: _____ Letter Sent: _____

____ 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. School Counseling students also must obtain a TB test. Date: _____

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

____ PRACTICUM

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

____ Site visit made. Date: _____

____ Site agreement and Supervisor Credential Sheet received.
Date received: _____

____ Mid-evaluation of student from site 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: _____

____ INTERNSHIP

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

____ Site visit made. Date: _____

____ Site agreement and Supervisor Credential Sheet received.
Date received: _____ Date internship began: _____

____ Mid-evaluation of student from site supervisor. Date received: _____

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

____ Date internship ended: _____ Total Direct hours: _____

Total Hours: _____

____ Student evaluation of internship site submitted.

____ Hourly log sheet and confirmation letter of internship hours received.

____ Exit interview held with student. Date: _____

Geneva College MA in Counseling

Plan of Studies—2-Year Plan

Name: _____ Advisor: _____ Date: _____
Date of Entry: _____ Expected Graduation: _____

Program

- ☐ Clinical Mental Health
☐ Marriage, Couple and Family
☐ School Counseling

_____ Prior Statistics Course College or University: _____
Date Course was taken: _____ Grade: _____

Transfer of Graduate Courses taken at other Institutions

(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 may request permission by completing an *Application to Take Course Elsewhere*.)

Curricular Plan

(Include Course Number, Brief Title, and Number of Credits)

Fall

Spring

Summer

Fall

Spring

Summer

Geneva College MA in Counseling

Plan of Studies—3-Year Plan

Name: _____ Advisor: _____ Date: _____
Date of Entry: _____ Expected Graduation: _____

Program

- ☐ Clinical Mental Health
☐ Marriage, Couple and Family
☐ School Counseling

_____ Prior Statistics Course College or University: _____
Date Course was taken: _____ Grade: _____

_____ Transfer of Graduate Courses taken at other Institutions

(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 may request permission by completing an *Application to Take Course Elsewhere*.)

Curricular Plan

(Include Course Number, Brief Title, and Number of Credits)

Fall

Spring

Summer

Fall

Spring

Summer

Fall

Spring

Summer

Geneva College MA in Counseling

Plan of Studies—4-Year Plan

Name: _____ Advisor: _____ Date: _____
Date of Entry: _____ Expected Graduation: _____

Program

- ☐ Clinical Mental Health
☐ Marriage, Couple and Family
☐ School Counseling

_____ Prior Statistics Course College or University: _____
Date Course was taken: _____ Grade: _____

Transfer of Graduate Courses taken at other Institutions

(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 may request permission by completing an *Application to Take Course Elsewhere*.)

Curricular Plan

(Include Course Number, Brief Title, and Number of Credits)

| Fall | Spring | Summer |
|-------|--------|--------|
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| | | |
| Fall | Spring | Summer |
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | | |
| Fall | Spring | Summer |
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| | | |
| Fall | Spring | Summer |
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |

CMH Two Year Plan of Study

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)

_____ 575 – FamilyCoun.(3)*

_____ 579 – Child and Adol. Cns. Skills (3) *

_____ 591 Adv. Assessments (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)

* electives

MCF Two Year Plan of Study
(Sample-60 credits)

Fall Semester I

CNS 504 (3 credits): Statistics

CNS 514 (3): Human Development

CNS 520 (3): Counseling Theory

CNS 536 (3): Group Counseling

Spring Semester I

CNS 537 (3): Professional Issues and Ethics in Marriage, Couple and Family Counseling
5 day class in January

CNS 501 (3): Psychopathology and Diagnosis

CNS 505 (3): Testing and Appraisal

CNS 533 (3): Career and Lifestyle Counseling

CNS 534 (3): Social and Cultural Foundations in Counseling

Summer I

CNS 511 (3): Christian Counseling within the Mental Health Profession or
CNS 510 (3): Foundations for Faith-Based Counseling

CNS 512 (3): Research Design and Program Evaluation

CNS 521 (3): Counseling Skills

CNS 575 (3): Foundations of Marriage, Couple and Family Counseling

CNS 549 (3): Crisis and Trauma*

Fall Semester II

CNS 577 (3): Family Counseling

CNS 578 (3): Marital and Couple Counseling

CNS 581 (3): Marriage, Couple and Family Counseling Practicum

Spring Semester II

CNS 545 (3): Addiction Counseling*

CNS 582 (6): Marriage Couple and Family Counseling Internship

Summer II

CNS 582 (3): Marriage, Couple and Family Counseling Internship
IF NEEDED-(DOES NOT COUNT TOWARD GRADUATION IF 6 CREDITS ARE TAKEN IN THE SPRING)

*electives (two 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.

Updated 6-12-2019 msf

SC Two Year Plan of Study

Full-time

Fall 1st year

| | |
|--|---|
| CNS 504 Statistics OR CNS 505 Testing and Appraisal | 3 |
| CNS 514 Human Growth and Development | 3 |
| CNS 520 Counseling Theories | 3 |
| CNS 536 Group Counseling | 3 |

Spring 1st year

| | |
|--|---|
| CNS 539 Professional Issues and Ethics in School Counseling (January week-long intensive)+ | 3 |
| CNS 533 Career and Lifestyle Counseling | 3 |
| CNS 534 Social and Cultural Foundations | 3 |
| *CNS 501 Psychopathology and Diagnosis | 3 |

Summer

| | |
|--|---|
| CNS 512 Research and Design | 3 |
| CNS 521 Counseling Skills | 3 |
| CNS 564 Organization and Management of School Counseling Programs+ | 3 |
| *Elective | 3 |

Fall 2nd year

| | |
|---|---|
| CNS 510 Faith-Based Counseling | 3 |
| CNS 502 Advanced Treatment and Intervention for Children and Adolescents+ | 3 |
| CNS 564 Curriculum, Learning, Inclusion, and Instruction for School Counselors+ | 3 |
| CNS 565 Child and Adolescent Practicum+ | 3 |

Spring 2nd year

| | |
|---|---|
| CNS 566- Elementary School Counseling Internship+ | 3 |
| CNS 567- Secondary School Counseling Internship+ | 3 |
| *Elective | 3 |

****Praxis Spring of 2nd Year****

****NCE Spring of 2nd year****

Key: * *Elective class*
 + *School Counseling Specific Class*
 ** *Mandatory testing*

GENEVA COLLEGE
M.A. in COUNSELING PROGRAMS
Transfer Credit Evaluation

Name: _____ Date: _____

Address: _____

Phone: _____

E-mail: _____

Program: ☐ Marriage, Couple, and Family Counseling ☐ Clinical 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

***M.A. in Counseling Program
Geneva College***

Counseling Program: ___Marriage & Family ___Clinical Mental Health ___School Counseling

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).

Geneva College MA in Counseling

Degree Candidacy Faculty Review/Feedback Form

Student Name: _____

Date of Review: _____

Track: _____ CMH _____ M,C, & F _____ SC

Using the following scale, please rate student on the below categories. Provide any additional comments as necessary:

1= Below the Standard. No evidence exists to support that the student has achieved competency in this area.

2= Approaching the Standard. Some evidence exists that student is working towards competency in this area, but improvement is recommended.

3= Standard Met. Student has demonstrated competency in this area and evidence exists to support this.

4= Exceeds the standard. Ample evidence exists that student has exceeded expectations in the competency area.

| Category | Rating | Comments | Refer for professional remediation, evaluation or intervention? |
|----------------------|--------|----------|---|
| Written Skills | | | |
| Verbal Skills | | | |
| Academic Achievement | | | |

At Degree Candidacy, to what extent does the candidate:

| Disposition | Rating/Rubric Score | Comments |
|---|---------------------|----------|
| Form and Maintain Effective Interpersonal Relationships | | |
| Student is open to self-examination and personal and professional development | | |
| Student appears to be appropriate for graduate study | | |

For Office use only:

_____ *Recorded on CNS 400 Rubric*

_____ *Date*

_____ *Initials*

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):

Degree Candidacy Decision

___ **Pass** ___ **Fail** ___ **Hold with the completion of the following recommendations on or before this date:** _____
___ Leave of absence for the following amount of time: _____
___ Personal counseling and evaluation with a report of satisfactory completion
___ Documentation of additional professionally related experience: _____
___ Completion of additional coursework: _____
___ Other _____

COUNSELING PROGRAM FACULTY MEMBER(S) SIGNATURES:

STUDENT SIGNATURE: _____ **DATE:** _____

GENEVA COLLEGE
M.A. in COUNSELING PROGRAMS

Application to Take Coursework Elsewhere

Instructions:

1. Fill in all of the requested information.
2. Please contact Student Financial Services (SFS@geneva.edu) to see if your aid would be impacted before taking a course at another college.
3. 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 Program Director. The form then will be forwarded to the MA in Counseling Program Director and sent to the Registrar's Office.
4. 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.
5. 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: _____

Advisor's Name: _____

Student Phone #: _____

Geneva Email Address: _____

Explain why course must be taken elsewhere:

Host College/University where course will be taken: _____

Semester _____ Year _____ course will be taken Classroom/Online/Hybrid _____

| Host College Info | | | Geneva Info | | |
|---------------------|-------------|---------|-------------|---------|------------------------------------|
| Course Num | Course Name | Credits | Course Num | Credits | Approve/Deny (Program Director) |
| | | | | | |
| Course Description: | | | | | |

(Please include a copy of the Host College's official course description along with this application.)

Signatures:

Program Coordinator/Advisor _____

Approved ☐ Denied ☐ Date _____

Director of the MA in Counseling Program _____

Approved ☐ Denied ☐ Date _____

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

GENEVA COLLEGE
M.A. 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 M.A. 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
M.A. in COUNSELING PROGRAMS

Application for Readmission

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

☐ Marriage, Couple and Family Counseling ☐ Clinical 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 M.A. in Counseling Program Signature: _____ Approved ____ Denied ____

Comments _____ Date _____

FOR OFFICE USE ONLY

____ Business Office ____ Registrar ____ Student Financial Services

Geneva College
Request to Change M.A. in Counseling Program Enrollment

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

Name: _____ Date: _____
Address: _____
Phone: _____ E-mail: _____

From: _____ Marriage, Couple, and Family Counseling Program
_____ Clinical Mental Health Counseling Program
_____ School Counseling Program

To: _____ Marriage, Couple, 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 M.A. in Counseling Programs Signature _____ Date: _____

Approved _____ Denied _____

Comments

GENEVA COLLEGE
MASTER OF ARTS IN COUNSELING PROGRAMS

Request for Graduate Research Assistantship Support

For Research, or Workshop/Conference Presentations

This form should be submitted to the office of the Graduate Program Director before the deadline of the event. Upon completing this activity, the applicant should submit a completed report form to the M.A. in Counseling Program Manager.

1. Print Name: _____ Full Address: _____

Phone: _____ E-mail: _____

2. ID # _____

3. What other graduate assistantship research support during the past two years? _____

4. How would you classify the activity you propose? ; __research; __workshop, poster or conference presentation;
__paper/publication/writing; __other (explain) _____

5.

5. Briefly summarize the activity for which you are seeking support:: Please state all details for the event: Name, location, date, time:

(A fuller description of the activity may help those reviewing this request. Feel free to include an attachment. If you are presenting a paper, workshop, or poster session at a conference, please attach a copy of the conference brochure and registration form.)

6. Explain the relevance of the activity to your own professional development and to the counseling profession.

7. Amount of Request. **Please itemize.** If conference registration is involved, specify the amount. If travel is involved, specify the details. It should be noted that this research assistantship grant is intended to defray the costs, but likely will not cover all of your expenses.

| | | | |
|-------|-------|----|-------|
| a. | _____ | \$ | _____ |
| b. | _____ | \$ | _____ |
| c. | _____ | \$ | _____ |
| d. | _____ | \$ | _____ |
| e. | _____ | \$ | _____ |
| Total | | \$ | _____ |

8. Signature of applicant _____ Date _____

9. Signed Endorsement by a Sponsoring Faculty Member _____ Date _____

10. Approval by Director of MA in Counseling Program _____ Date _____

Grant Awarded not to Exceed \$ _____

M.A. IN COUNSELING PROGRAM
Application for Elective Independent Study (595)

Student Name: _____ Date: ____/____/ 20____

Semester: ☐ Fall ☐ Spring ☐ Summer School Year: 20____

Faculty Member responsible for oversight: _____

Description of plan of study or experience: (attach separate sheet if necessary)

Requirements agreed upon by student and faculty member. Check all that apply and provide details below or attach a separate sheet.

Log of activities ☐ Paper (describe requirements below) ☐ Conference Proposal

Test(s) ☐ Readings ☐ Other _____

Student signature: _____ Date: ____/____/ 20____

Faculty signature: _____ Date: ____/____/ 20____

M.A. in Counseling Director Signature: _____ Date: ____/____/ 20____

Copies of this form should be kept by the department, the student, the student's advisor, and supervising faculty.

Date Requirements were met ____/____/20____ Grade Received _____ Faculty Initials _____

(Intentionally blank)