MORAVIAN UNIVERSITY | Graduate & Continuing Studies

College of Health - School of Behavioral & Community Health

GRADUATE COUNSELING PROGRAMS

STUDENT HANDBOOK

2026-2027

MASTER OF ARTS IN CLINICAL COUNSELING (MACC)

MASTER OF SCIENCE IN SUBSTANCE USE COUNSELING (MSUC)

MASTER OF ARTS IN SCHOOL COUNSELING (MASC)

MASTER OF ARTS IN STUDENT AFFAIRS COUNSELING (MASAC/ MASAC-LPC)

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Introduction

The Graduate Counseling Programs are housed in the School of Behavioral and Community Health, which is one of the new Schools in the new College of Health at Moravian University. The Graduate Counseling Programs include the following degrees: Masters of Arts in Clinical Counseling (MACC), Masters of Arts in School Counseling (MASC), Master of Arts in Student Affairs Counseling (MASAC), Master of Arts in Student Affairs Counseling with LPC (MASAC-LPC) and the Master of Science in Substance Use Counseling (MSUC). According to the 2021-2024 Strategic Plan, Moravian University prepares its students for a reflective life, fulfilling careers, and transformative leadership in a world of change. Strategic Plan | Moravian University.

Moravian University is accredited by the Middle States Commission on Higher Education and approved for professional preparation by the Department of Education of the Commonwealth of Pennsylvania. The University is also a member of the Council of Independent Colleges and Universities, the American Council on Education, the National Association of Independent College and Universities, the Pennsylvania Association of Colleges and Universities, the Association of Independent College and Universities of Pennsylvania, and the Annapolis Group. Moravian University is also a member of the Lehigh Valley Association of Independent Colleges LVAIC and as a member, Moravian University is able to offer its students, faculty, and staff access to select courses at partner institutions, educational conferences, and collaborative programs. Moravian University is also proud to be an Apple campus. Canvas is Moravian's learning management system and online training/education is available through the Center for Academic Excellence and the Academic and Accessibility Support Center. A list and description of important Moravian University resources are listed below:

Moravian University Resources

Counseling Center: The Counseling Center aims to enhance the mental wellness of the Moravian University community by providing counseling and therapy services, psychiatric services, consultation, and outreach. To request an appointment, complete the Online Form, call 610-861-1510, or email CounselingCenter@Moravian.edu. For an emergency or crisis situation, visit the Emergency or Crisis website. The Counseling Center is located at 1307 Main Street and the hours are 8am – 4:30pm. There are limited evening appointments available for students with clinical placements, field placements, etc.

Center for Academic Excellence: The Center for Academic Excellence at Moravian University supports students and high impact educational practices, bringing together academic content tutoring, peer-assisted learning, writing support, pre-college and first-year student general education programming, workshops for students and faculty in foundational literacy skill development, and much more. The Center for Academic Excellence does not have a location to call home on campus just yet; in the meantime, existing academic support services listed below function similarly to how they have over the last few years and are spread across campus. The Academic Excellence Team looks forward to developing an inclusive interdisciplinary space for learners across Moravian University to collaborate, grow, and succeed together (Center for Academic Excellence | Moravian University).

IT Support: Information Technology | Moravian University If a student requires assistance for all matters IT they may do so by making an appointment at: https://calendly.com/moravianit/. The IT

Support desk advises that most issues can be solved through email or a Zoom call. To resolve IT manners in this way, students may submit an IT Ticket through the system via: Client Portal Home Students may also send a detailed email to: help@moravian.edu.

The Center for Inclusive Excellence: The Center for Inclusive Excellence provides leadership and works across the institution to support and sustain the development of a diverse, equitable, and inclusive campus culture where members of the community experience a sense of belonging. Our work centers critical reflection, community conversations, compassion, and collaboration. You can find more information at https://www.moravian.edu/diversity. The Center for Inclusive Excellence is located in the DEI House at 1138 Main Street to serve as a resource for students, faculty, staff, and the broader Moravian University community. To contact a DEI representative, call 610-625-7847, or email dei@moravian.edu.

Center for Global Education (CGE): The Center for Global Education (CGE) creates an engaged learning environment that inspires students, faculty, and staff to become globally competent by developing international and cross-cultural skills and an enhanced global consciousness, in order to thrive as academics, professionals, citizens, and individuals in an increasingly interdependent world. CGE is located at 1140 Main Street. For more information about CGE, call 610-625-7896 or email international@moravian.edu.

Accessibility Services Center (ASC): Moravian University strives to create a learning environment that is accessible to all students. If you are experiencing or anticipate experiencing disability-related barriers to learning in your courses, you should contact the Office of Disability and Accommodations (ODA) at oda@moravian.edu. If you are registered with ODA and have a current accommodation letter, please share your letter with me (the instructor) as soon as possible so that we can discuss how your accommodations will be implemented in this course. To receive any academic accommodation that is not granted or offered to all students equally, you must be appropriately registered with ODA. The ODA works with students confidentially and only discloses disability-related information on a need-to-know basis or with the student's permission. To contact the Office of Disability and Accommodations (ODA), located in Reeves Library, call 610-861-1401, or email oda@moravian.edu.

Writing Center: All members of the Moravian University community are welcome to visit the Writing Center. Writing Center consultants work with papers and multimodal compositions for any class, at any stage of the writing process. If you need the services of the Writing Center, please visit moravian.mywconline.com to make an appointment. The Writing Center is located on the second floor of Zinzendorf Hall, a building that is not accessible to persons with mobility impairments. If this impacts your ability to use the Writing Center, we will gladly make arrangements to meet with you in an accessible location. To make arrangements, contact the Accessibility Services Center (ASC) at 610-861-1401, or email asc@moravian.edu.

Reeves Library: Reeves Library is an invaluable resource for all members of the campus community. Librarians can be reached for many varied services and assistance, either in person or via an on-line

chat: https://www.moravian.edu/reeves.

Mo's Cupboard Food and Resource Pantry: Mo's Cupboard provides shelf-stable food items, toiletries, dorm and cleaning supplies to any Moravian University, Graduate, or Seminary student in need. Mo's Cupboard is open any time the HUB is open. We also provide information for various community resources that may be of help. Mo's Cupboard is located in the Student Life Suite in the basement in the HUB. For more information, send an email to moscupboard@moravian.edu.

Mo's Fund: Mo's Fund aims to provide one-time financial support to Moravian University students who are experiencing financial hardship. Mo's Fund is supported by the charitable donations of alumni and other supporters of Moravian University who specifically want to support students facing these unexpected financial challenges. To learn more: Mo's Fund | Moravian University.

Office of Spirituality and Inclusion: The Office of Spirituality and Inclusion seeks to form connections creating an inclusive community that honors diversity and engages in spiritual dialogue in the pursuit of supporting and preparing students for a reflective life in a world of change. The chaplains provide opportunities for worship, discussion, fellowship, education, and personal growth. In addition, they are available for counseling. The Office of Spirituality and Inclusion also facilitates Safe Zone training. For more information, call 610-861-1583, email chaplains@moravian.edu, or visit the website https://www.moravian.edu/chaplains.

Campus Police: The Moravian University Police Department believes that safety is a shared responsibility and understands the importance of cooperation, education, and police-citizen partnerships in making our campus and our local community safe and enjoyable.
To contact Campus Police, located at 119 W. Greenwich Street, call 610-861-1421 (24 Hours). For an emergency call 610-861-1465 (24 Hours). If you need an escort call 610-861-1421 (24 Hours). The Campus Police website (Campus Police | Moravian University) contains practical information about crime prevention, reporting processes, and emergency preparedness.

Title IX Discrimination Statement: Moravian University (the "University") is committed to providing an educational and employment environment that is free from Discrimination based on Protected Characteristics, Harassment, and Retaliation for engaging in protected activity.

The Policy applies to all Employees, Students, and other individuals participating in or attempting to participate in the University's Education Program or Activities, including education and employment.
Current policy and complete Notice of Nondiscrimination:
https://www.moravian.edu/policy/harassment-discrimination

Concerns regarding discrimination (including sex/gender discrimination and sexual harassment in admission/employment) should be directed to:
Becki L. Achey, Equal Opportunity and Title IX Coordinator
Moravian University 1125 Monocacy Street, HUB (313P) Bethlehem, PA 18018
(610) 625-7023 equalopportunity@moravian.edu

Concerns regarding gender and equity in athletics should be directed to:
Brynn McNamara, Associate Athletic Director (Deputy Title IX Coordinator)
Moravian University 1200 Main St.; 109 Johnston Hall Bethlehem, Pennsylvania 18018
(610) 861-1531 mcnamarab@moravian.edu

Concerns regarding the application of Title IX should be directed to:
U.S. Department of Education Office of Civil Rights
61 Forsyth St. S.W., Suite 19T10. Atlanta, GA 30303-8927
(404) 974-9406 ocr.atlanta@ed.gov

Harassment/discrimination and/or sexual harassment/violence can be reported online anytime (can be anonymous) at www.moravian.edu/titleix. Grievance procedures can be found in the institutional Equal Opportunity, Harassment, and Non-Discrimination Policy at www.moravian.edu/policy.

Licensure & Credentialing

MACC & MASC Programs & Pennsylvania Licensure: The overarching goal of the MACC and MASC programs is to prepare students for eligibility for Pennsylvania State Licensure as Licensed Professional Counselors (LPCs). The 60-credit MACC and MASC programs meet the nine educational requirements outlined in Chapter 49: State Board of Social Workers, Marriage and Family Therapists and Professional Counselors—Licensure of Professional Counselors (§ 49.2). Graduates seeking to become Licensed Professional Counselors (LPC) in Pennsylvania must pass an approved exam. The PA Code § 49.11(a) lists 7 exams, *we recommend the National Counselor Exam (NCE)* and complete 3000 additional hours of supervised clinical experience, half of which must be under the supervision of an experienced LPC, as per Act 76 of 2018 (Senate Bill 530). **Students who plan to practice counseling outside of Pennsylvania after graduating are responsible for understanding the licensing standards of the particular state in which they hope to practice.** For more information, visit the website for the State Board of Social Workers, Marriage and Family Therapists, and Licensed Professional Counselors.

School Counseling & Pre-K-12 Pennsylvania Certification (Educational Specialist, Level I)
All school counselors who intend to practice in the public schools in Pennsylvania must hold a certificate granted from the Pennsylvania Board of Education, the governing body that sets the standards and regulations for certification. Students wishing to be school counselors in other states must check the credentialing requirements from that state. All candidates for initial certification in Pennsylvania (Educational Specialist, Level I) in Elementary and Secondary School Counselor PK-12 must have:

1. Earned a minimum of a master's degree;
2. Completed an approved educational program of School Counseling;
3. Passed the Professional School Counselor (5421) content test (Praxis II) and fulfilled other requirements as established by the Pennsylvania Department of Education.
4. Received the verification/recommendation of Moravian University

Mission Statement

Graduate Counseling Programs Mission Statements: The Graduate Counseling Programs at Moravian University welcomes people of all beliefs and viewpoints. Students in these programs gain the evidence-based skills and knowledge needed to ethically engage the practice of clinical, school, and student affairs counseling with an emphasis on service delivery to diverse populations, in a wide variety of community and school settings. Overall the Graduate Counseling Programs train students to cultivate the academic skills and personal awareness necessary to be effective, multiculturally competent helping professionals.

Program/University Learning Outcomes & Goals

Moravian Institutional Learning Outcomes (MOs): Moravian University prepares each individual for a reflective life, fulfilling careers, and transformative leadership in a world of change and empowers students to develop the knowledge, attitudes, and skills that foster an appreciation of education as a process as well as a creative product. The University is committed to educating the full person through rigorous and sustained academic study and meaningful co-curricular experiences. Students will engage in the integration of knowledge across disciplines and reflect on their intellectual, social, and personal development to interact with a dynamic world. The Graduate Counseling Programs and curricula are guided by the following Moravian Institutional Learning Outcomes:

1. **Develop Skills and Literacies:** Develop skills and literacies (e.g. writing, reading, oral, digital, quantitative, qualitative) to communicate effectively within the changing world.

2. **Acquire Knowledge:** Acquire disciplinary and interdisciplinary knowledge (content and skills), in both breadth and depth to engage with the world in an informed manner.

3. **Recognize diverse perspectives:** (e.g. personal, social, cultural, global, historical, intellectual, experiential), values, attitudes, and experiences within different contexts to expand the scope of one's own worldview.

4. **Cultivate Critical Questioning:** Cultivate intellectual curiosity and solve problems by critically questioning, evaluating, and integrating ideas to navigate the shifting representations of the social and natural worlds.

5. **Create and Engage:** Create expressions of knowledge and ideas, and engage with the broader world in a reflective and impactful manner (e.g. through leadership, civic engagement research, artistic production).

Graduate Counseling Program Goals

The overarching goal of the Graduate Counseling Programs is to prepare students to become competent scholar-practitioners who are eligible for state licensure and/or certification in their particular specialty area as needed for employment. Graduates of the Graduate Counseling programs demonstrate skills and knowledge in the following areas:

1. Professionalism and ethical practice according to the American Counseling Association Code of Ethics and federal and state laws governing counseling practice
2. Biopsychosocial models of human growth and development
3. Theoretical approaches to counseling and case conceptualization
4. Integrative approach to wellness and prevention
5. Helping relationships and counseling skills
6. Group counseling, process, and dynamics
7. Psycho-education
8. Career and vocational development
9. Multicultural, social justice, and advocacy in counseling and the profession
10. Appraisal and assessment
11. Research and program evaluation methods
12. Psychopathology and diagnostic systems

Graduate Counseling Program Learning Outcomes (POs): Learning outcomes for the Graduate Counseling programs are used to evaluate students' performance in academic courses and field placements. These learning outcomes are embedded in programmatic evaluations such as the: Readiness for Practicum Evaluation, Clinical Placement Learning Agreements, End-of-Semester Field Placement Evaluations, and End-of-Semester Course Evaluations. Below are the programmatic learning outcomes:

1. **Helping Relationships** Understands foundational frameworks for counseling and interviewing processes in an intercultural society; develops counselor self-awareness and basic listening/attending skills needed to form and sustain effective counseling relationships.
2. **Professional Identity** Articulates and demonstrates one's counseling identity and demonstrates appropriate professional behavior; demonstrates and utilizes the ACA Ethical Code to enrich understanding of personal identity, the field of professional counseling, and case conceptualization.
3. **Career and Lifestyle Development** Understands the history, principles, and theories of career counseling. Demonstrates an ability to apply various models of career counseling as they relate to assessment, developmental perspectives, and cultural considerations in vocational planning.
4. **Human Growth and Development** Demonstrates knowledge and understanding of the biological, moral, faith, familial, and societal bases of human development and behavior throughout the lifespan.
5. **Clinical Appraisal** Demonstrates knowledge of theories, classification systems, and relevant assessment measures of psychological pathology, including but not limited to, biological and

sociocultural theories as applied to case formulation, diagnosis, and treatment planning.

6. **Counseling Theory** Demonstrates knowledge of evidence-based theories and practices of counseling by articulating therapeutic orientations and applying selective interventions for different clinical issues and social locations.
7. **Social and Cultural Foundations** Demonstrates knowledge, self-awareness, and skills in working with community members representing various cultural, interfaith, and personal backgrounds. Is able to ethically apply multicultural assessment models.
8. **Group Theory and Practice** Understands the history, principles, and theories of group counseling and therapy. Demonstrates an ability to identify group dynamics and apply various models of group counseling, as they relate to issues of psycho-education, interpersonal communication, problem-solving, and ethical decision-making.
9. **Research Design and Methodology** Demonstrates knowledge of scientific methods commonly used by counselor practitioners in clinical work, including knowledge of the application of evidence-based scholarship to evaluate clinical practices, interventions, and programs.
10. **Clinical Instruction** Includes 100 hours of supervised Practicum experience which precedes 600 hours of supervised Internship experience.

Graduate Counseling Curricula

Course Modality: Courses in the Graduate Counseling programs may be offered in a variety of formats. Courses may be offered in a purely on-line format (e.g. asynchronous), a 'live on-line' format (e.g. synchronous on Zoom), in a blended/hybrid format, or in a live classroom on campus. Full-time students are required to take the courses when they are offered in the format in which they are offered. Part-time students may decide when and how to take their coursework.

Course Type: There are 2 types of courses in the Graduate Counseling programs: ***clinical*** and ***theoretical***. A clinical course is largely focused on skill development and its application to counseling and a theoretical course is largely focused on knowledge acquisition needed for a counselor's real-world performance. The clinical courses (C) are numbered below as they unfold in the program's learning sequence. If **not** noted, the remaining courses are theoretical:
MCC 500; MCC/MSC 570; MCC 680; MCC/MSC/MASAC 685; MCC/MSC/MASAC 686

Certificates: Students completing the MACC program, will automatically earn certificates by completing the program. Others, who are not full-time students in the program are also eligible to take the MACC certificates. Below is more information about each certificate:

1. Trauma Certificate:
   Below are the courses that must be completed:
   MCC 600 Trauma Informed Counseling
   MCC 605 Advanced Trauma Topics
   MCC 610 Grief & Bereavement Counseling
   MCC 615 Crisis Intervention
2. Cognitive Behavioral Certificate:
   Below are the courses that must be completed:
   MCC 620 Cognitive Behavioral Therapy

MCC 625 Third Wave Cognitive Behavioral Modalities

3. Tele-health Micro-credential: In the MCC 680 Practicum course, MACC and MASC students will complete an on-line module in the course that will lead to their earning the Tele-Health micro-credential.

MASC Students & Certificates: Students in the School Counseling Program will complete 2 certificates noted above: Trauma Certificate and Tele-Health Micro--credential, but will not complete the CBT Certificate, unless they wish to graduate with 66 credits instead of 60.

Graduate Counseling Program Sequences

Full-time vs. Part-time Enrollment: For those students who enter a Graduate Counseling Program in the fall semester and wish to complete the program full-time, below are the suggested paths to graduation. Other students may finish the program part-time, taking 2-3 classes per semester, leading to an average completion time being 3-3.5 years. Below is the suggested path to graduation. Students who matriculate in spring or summer should work with their academic advisor to plan their course of study based on the upcoming fall suggested course sequence. **If a student deviates from the full-time/fall start course sequence in any way, they will automatically be considered part-time and will not be able to graduate within the shortest timeframe. As well, these new part-time students will work with their advisor to determine which classes to take, however, the program will not guarantee which courses will be offered when.**

Graduate Counseling Full-time Program Sequence

	MACC	MASC	MASAC
Fall 1	500-Skills	500-Skills	500-Skills
	510-Ethics	550-Theory	560-Socio/Cultural
	530-H Dev	510-Ethics	510-Ethics
	550-Theory	530-H Dev	530-Hu & Stu Dev
	560-Socio/Cultural	560-Socio/Cultural	
Spring 1	520-Career	520-Career	570-Group
	570-Group	535-Assessment	520-Career
	640-H. Sex	570-Group	555-Leadership
	535-Assessment	545-DSM	536-Program Eval
	545-DSM	580-Practicum	

Summer 1	680-Practicum	640-School ELL	580-Research
	620-CBT	580-Research	585-Intern I
	625-3rd Wave	615-Crisis	

Fall 2	600-Trauma	600-Trauma	586-Intern II
	610-Grief	610-Grief	Elective (3 credits)
	615-Crisis	650-School Guidance	
	685-Intern I	685-Intern I	
Spring 2	686-Intern II	686-Intern II	
	605-Advance Trauma	640-H. Sex	
	580-Research	605-Adv Trauma	

green designates MSC prefix for MASC designated courses
purple designates MSAC prefix for MASAC designated courses

*Students who complete all other coursework and only have the Internship II class to complete may 'walk' in the May graduation.

Course Catalog Descriptions

Course Descriptions: Below is a list of course descriptions for the Graduate Counseling Programs:

MCC 500: Helping Relationships: This course will teach students the fundamental techniques used in the helping processes so they may develop a proficiency in using them. Students will be required to reflect upon their use of the micro-counseling attending skills and critically analyze their work. The course will emphasize students' ability to create an effective counseling relationship and professional counseling environment.

MCC 510 Professional Orientation: Ethics & Counseling: This course examines the history, professional roles, specializations, organizations, credentialing, and ethical and legal issues in the counseling field. The course addresses counselors' professional identity formation, advocacy duties, self-care, and ethical decision making. The course will cover the American Counseling Association Code of Ethics and PA jurisprudence.

MSC 510 Professional Orientation: Ethics & School Counseling: This course examines the history, professional roles, specializations, organizations, credentialing, and ethical and legal issues in the school counseling field. The course addresses school counselors' professional identity formation, advocacy duties, self-care, and ethical decision making. The course will cover the American Counseling Association and its associated bodies ethical codes, specifically the American School Counseling Association, as well as PA jurisprudence.

MSAC 510 Professional Orientation and Ethics: Student Affairs Counseling: This course will introduce students to the field of Student Affairs Counseling and the student service areas and types of institutions included in the field. Students will learn the history, philosophy, and ethics of Student Affairs counseling practice.

MCC 520 Career and Lifestyle Counseling: This course covers theories and research on career development, and methods of career counseling and assessment. The course will require students to both explore their own career development, as well as learn how to conceptualize and provide intervention for the career development of their clients. Attention will be paid in this course to the intersection of career and life issues, as well as how career work is informed by the multicultural identities of clients.

MCC 530 Human Growth and Development: This course examines the research and theories of human development across the lifespan, focusing on physical, emotional, cognitive, and psychosocial development. Normal development will be stressed, but aspects of atypical development, and developmental challenges will also be considered. Lifespan and developmental stages will all be contextualized through the lens of a multicultural framework.

MSAC 530 Human and Student Development Theory: A Lifespan Approach: This course will cover college students' attitudes, characteristics, developmental processes, needs, and issues affecting development and functioning throughout the lifespan. Students will learn the importance of environmental considerations and impact, as well as models for successful learning environments.

MCC 535 Assessment for Counselors: This course will cover the practical, ethical, and multiculturally competent administration of individual assessment and testing instruments in counseling. Students will learn to use assessments and test results to enhance their clinical interventions. Course content will prepare students to analyze, interpret, and evaluate assessment reports and recommendations from third parties.

MSAC 536 Program Development, Assessment, and Evaluation: This course introduces students to the concepts and practices of needs assessment, program development, and program assessment and evaluation in higher education. Students will explore models of assessment design, data collection and analysis, and the relationship between program evaluation and data-informed decision making.

MCC 545 DSM & Psychopathology: This course will cover the current DSM psychiatric system, and specifically the characteristics, etiology and contributing factors of specific diagnoses. Students will learn how to arrive at a differential diagnosis. The course will address evidence-based interventions for these diagnoses.

MSC 545 Counseling Students with Disabilities and Diagnoses: This course will cover the current DSM Diagnostic system, and the characteristics, etiology and contributing factors of specific disabilities and diagnoses found in school aged children. The course will address evidence-based interventions for these disabilities and diagnoses, and in particular, school-based consultation practices. Students will also learn the DSM categories that are relevant for adults, and specifically, those with which the parents of the students they are working with or their family members may be struggling.

MCC 550: Counseling Theories: This course provides an overview of the major classical and contemporary theoretical approaches to individual counseling and how counselors put these theories into

practice. Students will consider counseling theories through a multicultural and feminist lens to understand their client's behavior. Students will discern how to integrate counseling theories into their own counseling practice.

MSAC 555 Leadership and Administration in Student Affairs and Higher Education: This course introduces students to the models of leadership and management in student affairs and in higher education settings. Students are provided an overview of business practices in higher education settings including crisis management, budgeting, and policy creation.

MCC 560 Social and Cultural Foundations: In this course students will explore multicultural theory, research and treatment modalities. Students will learn how to develop their knowledge, awareness and skills for working with diverse clientele in counseling. The course requires students to examine both their own and clients' complex cultural identity with a particular focus on privilege and oppression and how these identities inform the counseling process. Special topics examined in this course include, but are not limited to: race, ethnicity, social class, ability, biological sex, sexual orientation, gender identity, language, religion, immigration, and nationality.

MCC 570 Group Theory and Practice: This course teaches the student to apply the theory and practice of group counseling as it is utilized in the mental health field. This applied course will focus on the facets of group counseling including: ethics, legalities, diversity, development, dynamics, process, methods, roles, and leadership styles and skills. Students will be required to co-lead a peer group in the classroom setting.

MSC 570 Group Theory and Practice for School Counselors: This course teaches the student to apply the theory and practice of group counseling as it is utilized in elementary and secondary school settings. This applied course will focus on the facets of group counseling including: ethics, legalities, diversity, development, dynamics, process, methods, roles, and leadership styles and skills. Students will be required to co-lead a peer group in the classroom setting.

MCC 580 Research Design and Methodology: This course offers an overview of common research designs and analytical methods used in the behavioral sciences. The fundamentals of research will be covered including: the role of the literature review, theory, study construction, method design, and ethics. Students learn how to select appropriate research designs, employ data collection procedures, and write a research proposal.

MCC 600 Trauma Informed Practice: This course serves as an overview of trauma-informed care in counseling. Course content will cover historical trauma treatment, as well as current approaches that include cognitive, neurological, psychological, biochemical, developmental, and interpersonal aspects of trauma work. Consideration will be given to trauma based diagnoses, how trauma prevails in specific populations, and the sociopolitical realities that traumatize some more than others.

MCC 605 Advanced Trauma Topics: This course covers advanced trauma care topics that build upon the knowledge gained and skills developed in the MCC 600 Trauma Informed Practice course. The

topics covered in this course will include vicarious traumatization of the service provider, treatment strategies for insidious and complex trauma and related dissociative disorders, how the brain responds to trauma, how socio-political oppression informs individuals' trauma, and how the intergenerational transmission of trauma presents in clients' trauma narratives and presenting symptomatology.

MCC 610: Grief and Bereavement: This course explores the complexity of how people struggle with grief and bereavement. In particular, the course will cover the cultural, emotional, psychological, physical and spiritual dimensions of grief and bereavement across the lifespan. Students will examine current models of grief theory and recovery treatment. Emphasis will be placed on therapeutic strategies for facilitating holistic grief work in counseling.

MCC 615 Crisis Intervention: This course is an overview of crisis intervention. Major theoretical models of situational crises are examined and operationalized across a variety of service delivery systems. Students will develop conceptual competency necessary for professionals engaged in crisis interventions. Special emphasis is given to contemporary research in suicidology, disaster psychology, and crisis management for public schools. Topics of discussion include emergency situations such as natural disasters, terrorism, school violence, abuse, and crisis interventions with diverse populations.

MCC 620 Cognitive Behavioral Therapy: This course covers the theory, principles, and interventions used in Cognitive Behavioral Therapy (CBT). The course will explore Aaron Beck's and Albert Ellis' versions of CBT utilizing an applied perspective for case conceptualizations and treatment plans. The course will cover empirically based CBT interventions for common psychopathological disorders.

MCC 625 Third Wave Cognitive Behavioral Modalities: This course will provide a theoretical overview of the main Third Wave Cognitive Behavioral Therapies (CBT) including: Mindfulness, Acceptance & Commitment Therapy (ACT), Compassion Focused Therapy (CFT) and Dialectical Behavior Therapy (DBT). Students will also learn how to ethically apply these approaches across a range of practice environments with diverse populations.

MCC 630 Substance Use and Addictive Disorders: Addictions treatment involves the integration of assessment, clinical skill, prevention education, and specialized treatment for individuals suffering from substance abuse disorders. This course will provide an overview of the ethics, legalities, etiology, diagnostics, and treatment approaches and effectiveness for working with individuals with substance abuse disorders. Course materials will include information about mood altering chemical substances, their pharmacology, physiological effects and psychological consequences. The impact of substance abuse on the family, workplace, and larger society will also be addressed.

MCC 635 Practical Psychopharmacology: This course will introduce students to clinical psychopharmacology and how it should be used ethically in the treatment of mental health disorders. The course will cover psychiatric medications, neurobiology, and treatment guidelines.

MCC 640 Sexuality Across the Lifespan: This course will cover human sexuality across the lifespan as it construes an important aspect of one's identity and relationships with others. Course material will explore biological, social, and psychological facets of human sexuality, including development, identity, expression, and dysfunction. This course will not cover sex therapy.

MSC 640 School Counselors Working with English Language Learners: This course prepares future school counselors to work with English language learners (ELLs) in K-12 school settings. The course will teach students the techniques, ethical decision making, and assessment methods effective for use with this unique student group. The course will help students to develop their multicultural competence and advocacy skills in their work with ELLs, their families, and other professionals in the school environment.

MSC 650 School Guidance Program Administration: Students will be introduced to the theory and practice of school guidance programs. Students will develop an understanding of the history of school guidance programs and will be given the tools to design, implement, and evaluate a comprehensive guidance program. Students will also learn how to put technological tools to practice in school guidance programs and across school settings.

MCC 680 Practicum: This weekly clinical supervision course serves as the entry level field experience in the counseling master's program. Students are expected to complete 100 hours of field experience in an approved school, institution, or agency. The Practicum requires a minimum of 40-direct service hours as well as indirect service hours. Each week students will participate in 3 hours of weekly instruction and group supervision with faculty and fellow Practicum students, as well as a minimum of 1-hour weekly on-site-supervision. Students will present cases, site updates, and ethical dilemmas to enhance self-awareness and clinical skills. The Practicum Instructor and Site Supervisor will oversee students' performance to determine student's satisfactory completion of the Practicum experience.

MCC 685 & 686 Internship I & II: Clinical Counseling: This weekly clinical supervision course (Internship I or II) serves as the 2nd and 3rd in the clinical field experience sequence in the masters counseling program. Students are expected to complete 300 hours of field experience in an approved school, institution, or agency in both Internship I and II, totaling 600 hours. Each Internship requires a minimum of 120-direct client contact service hours as well as indirect service hours. Each week students will participate in 3 hours of weekly instruction and group supervision with faculty and fellow Internship students, as well as a minimum of 1-hour weekly on-site-supervision. Students will present cases, site updates, and ethical dilemmas to enhance self-awareness and clinical skills. The Internship Instructor and Site Supervisor will oversee students' performance to determine student's satisfactory completion of the Internship experience.

MSC 685 & 686 Internship I & II: School Counseling: This weekly clinical supervision course (Internship I or II) serves as the 2nd and 3rd in the clinical field experience sequence in the masters of school counseling program. The internship offers the opportunity for school counseling students to

synthesize and apply what they have learned in an actual school counseling setting. Students are expected to complete 300 hours of field experience in an approved school in both Internship I and II, totalling 600 hours. Each Internship requires a minimum of 120-direct client contact service hours as well as indirect service hours including: intake sessions, individual and family and group counseling, classroom guidance, and psycho-educational outreach programs. School counseling students must complete one internship in an elementary school setting, and the other in a secondary school setting. Each week students will participate in 3 hours of weekly instruction and group supervision with faculty and fellow internship students, as well as a minimum of 1-hour weekly on-site-supervision from a Certified School Counselor. Internship students will present cases, site updates, and ethical dilemmas to enhance self-awareness and clinical skills. The Internship Instructor and Certified School Counselor Supervisor will oversee students' performance to determine student's satisfactory completion of the School Counseling Internship experience.

MSAC 685 & 686 Internship I & II: Student Affairs Counseling: This weekly clinical supervision course (Internship I or II) serves as the first of two courses in the clinical field experience sequence in the Student Affairs Counseling program. Students are expected to complete 300 hours of field experience in an approved institution in both Internship I and II, totaling 600 hours. Each Internship requires a minimum of 120-direct client/student contact service hours as well as indirect service hours. Each week students will participate in 3 hours of weekly instruction and group supervision with faculty and fellow Internship students, as well as a minimum of 1-hour weekly on-site-supervision. Students will present cases, site updates, and ethical dilemmas to enhance self-awareness and clinical skills. The Internship Instructor and Site Supervisor will oversee students' performance to determine student's satisfactory completion of the Internship experience.

Advising

Good advising and ongoing feedback are essential components of students' success. Students are assigned a faculty advisor who will assist them with their academic and professional matters. Advisors will monitor the student's progress throughout their program of study and will deliver ongoing feedback regarding the student's status in the program. Academic advising is not a confidential or therapeutic relationship, rather is designed for mentoring, aiding in problem solving, career planning, and facilitates and supports professional growth. Advisors might need to identify issues that belong in personal therapy rather than in advising and will discuss this with the student in order to recommend appropriate resources.

It is the students' responsibility to interface with their advisor as needed and in a planful manner. Students should always request pre-set appointments with their advisors to discuss any matter, instead of discussing program matters with advisors during class time or casually in passing on campus. Although advisors understand that from time to time, students will need appointments immediately, students are requested to think ahead about their need to meet with their advisor and to schedule accordingly. Students are reminded that they are responsible for tracking their academic progress through the program, academic advisors are available to guide and mentor students through their

academic and professional goals.

Student Meetings: Students will have meetings over the course of their graduate academic career with their professors, with supervisors and with administration. Students cannot bring outside guests to a meeting (i.e., a family member or close friend) unless prior approval is given. The University official may invite another staff) or faculty member(s) who can assist with the business at hand to participate in the meeting. The student may also request that they bring another relevant Moravian University party to the meeting. This may include a faculty advisor, a professor, ASC members, or a student success advisor.

Requesting Reference Letters and Program Endorsements: Students seeking letters of recommendation during the search for practicum or internship placement should ask the Director of Clinical Training, Professors and academic advisors one month in advance. Professors and advisors may elect to decline to give a recommendation to students or alumni. For those seeking employment recommendations, please contact the faculty member, advisor, or Program Director and obtain permission to use them as a reference **prior to giving their name to a future employer**. Professors may elect to decline to give a recommendation for students or alumni seeking employment.

Policies & Procedures for the Graduate Counseling Programs

The Graduate Counseling programs at Moravian University are subject to the University's policies and procedures, which can be found on the University policies page and the Institutional Policies page. Academic policies for the program and the University are found in the University Student Handbook. All students remain subject to all academic standards established by Moravian University, the Handbook for Graduate and Adult Undergraduate Students and the Graduate Counseling Programs as well as to all policies, regulations, and laws applicable to all Moravian University students, including but not limited to the University's Code of Student Conduct and Academic Code of Conduct. Students should be aware that the University, and the Graduate Counseling Programs have related but distinct conduct policies and procedures and that they may be simultaneously subject to the University and Graduate Counseling Programs' disciplinary actions. Students should also be aware that disciplinary actions taken by the University, or Graduate Counseling Programs are separate and distinct processes from any legal charges/court proceedings that may be involved in a student conduct issue. Furthermore, legal decisions/outcomes may not necessarily impact disciplinary decisions/actions made by the University, or Graduate Counseling Programs.

Code of Conduct: It is the responsibility of all students of Moravian University to know the information included in the Student Code of Conduct. The Code is reviewed and updated annually and as necessary to ensure compliance with the law and adherence to the values of the University. Students should be aware that the University, and MACC/MASC Programs have related, but distinct conduct policies and procedures and that they may be simultaneously subject to the University, and Graduate Programs, and Graduate Counseling Programs disciplinary actions. Students should also be aware that disciplinary actions taken by the University, Graduate Programs, or Counseling programs are separate and distinct processes from any legal charges/court proceedings that may be involved in

a student conduct issue. Furthermore, legal decisions/outcomes may not necessarily impact disciplinary decisions/actions made by the University, or MACC/MASC programs.

Moravian University School of Behavioral & Community Health Grading Scale:

Passing Grades	Non-Passing Grades
94.00 - 100 = A	75.00 - 79.99 = C+
90.00 - 93.99= A-	70.00 - 74.99 = C
85.00 - 89.99= B+	65.00 - 69.99 = D+
80.00 - 84.99 = B	60.00 - 64.99 = D
	0 - 59.99 = F

Students enrolled in the Graduate Counseling Programs must earn a grade of B (80.00% or higher) in all required coursework. A student who earns a grade below B in a required course will be placed on academic probation and required to meet with the Program Director and academic advisor to review their academic standing. Following this review, the program may require the student to repeat the course, modify their course sequence, complete an academic improvement plan, or take other appropriate corrective action. Depending on the nature and severity of the academic deficiency, the student's academic history, and applicable University policies, dismissal from the program may also be considered.

Decisions regarding academic probation, course repetition, continued enrollment, and dismissal will be made on a case-by-case basis in accordance with University policies and established student appeal procedures.

When a required course is repeated, the original course and grade will remain on the student's transcript. If the repeated course meets the minimum grade requirement, only the grade earned in the repeated course will be calculated in the student's grade point average, consistent with University policy.

Academic Integrity: Academic integrity is the foundation on which learning at Moravian University is built. Students are expected to perform their academic work honestly and fairly. In addition, students should neither hinder nor unfairly assist the efforts of other students to complete their work successfully. Institutional expectations and the consequences of failure to meet those expectations are outlined in the Student Handbook | Moravian University.

American Counseling Association (ACA) Code of Ethics: The Graduate Counseling programs endorse and comply with the Ethical Standards of the American Counseling Association. These standards describe the professional and ethical behavior expected of students both in the classroom and in the field placement sequence of the Graduate Counseling Programs. In addition to meeting academic standards, Moravian University expects all students to maintain standards of conduct appropriate to the counseling profession. Adherence to these standards is a requirement for admission to and continuance of the field placement sequence of the Graduate Counseling Programs. Students are also required to familiarize themselves with these ethical standards and with the laws and court precedents concerning the Professional Practice of Counseling in the Commonwealth of Pennsylvania.

Standards Related to Education and Training: The 2014 ACA Code of Ethics Section F provides standards related to field placement, site supervisors, supervision, student/supervisee responsibilities, gatekeeping and remediation, and counselor educators (faculty). The introduction to Section F states: "Counselor supervisors, trainers, and educators aspire to foster meaningful and respectful professional relationships and to maintain appropriate boundaries with supervisors and students in both face-to-face and electronic formats. They have theoretical and pedagogical foundations for their work; have knowledge of supervision models; and aim to be fair, accurate, and honest in their assessments of counselors, students, and supervisees" (p.12)

Professionalism: Any faculty member, clinical supervisor, clinical coordinator, or other individual responsible for evaluating a student in the Graduate Counseling Programs who identifies concerns regarding the student's professional conduct, ethical behavior, academic performance, or clinical competence shall document those concerns and follow the procedures established in the Graduate Counseling Programs' Impaired Student and Remediation Policy, as outlined in this handbook. When applicable, concerns may also be addressed under Moravian University's current academic and student conduct policies.

A high level of professionalism is expected of all Graduate Counseling students. The primary responsibility of any counseling graduate program is the protection of the public. Of particular importance is a student's overall sensitivity, confidentiality, professional attitude and behavior in all aspects of student academic work, including professional working relationships, collegial relationships and participation in University events. This includes, but is not limited to, the following:

- An ability and willingness to acquire and integrate professional standards into one's repertoire of professional and academic classroom behavior;
- An ability to acquire professional skills and reach an accepted level of competency;
- An ability to understand and operate within the bounds of the current level of professional competence;
- An ability to recognize and appropriately manage personal stressors, life circumstances, emotional responses, and other factors that may interfere with professional judgment, ethical decision-making, academic responsibilities, or the safe and effective delivery of counseling services.

Practicing Outside of Competency and/or Training Scope: Students enrolled in the Graduate Counseling Programs shall not engage in professional activities that exceed their level of education, training, demonstrated competence, or authorized responsibilities within an approved clinical placement. Students must practice under appropriate supervision and comply with applicable laws, professional ethical standards, institutional requirements, and clinical placement policies.

Circumstances that may affect a student's eligibility for clinical placement, professional certification, or licensure, including relevant criminal convictions or other legal restrictions, will be reviewed individually by the program in accordance with applicable University policies and legal requirements. When such circumstances prevent a student from meeting essential program or clinical training requirements, the program may determine that remediation, modification of the student's academic progression, or dismissal is warranted, subject to applicable review and appeal procedures.

Professional Designation: Students may sign their email signature and any other documents with a year of study and the program in which they are matriculated for example: Bob Smith, First year student, Moravian University MACC, MASC, MSUC, MASAC, or MASAC-LPC Program, class of 20XX (represents graduation year). Students can sign materials as a practicum student, trainee, or intern according to their status in their field placement. **There is no signature designation of MA Candidate** that students may use. Students are still considered candidates for their degree during the few weeks between completing all requirements and commencement.

Student Use of Social Media: Students who use social media must keep in mind how communications may be perceived by clients, faculty, and other counseling professionals. The ACA Code of Ethics (American Counseling Association, 2014), Section H.6 identifies specific issues related to Social Media, and Graduate Counseling students are responsible for becoming familiar with this and all parts of the ACA Code of Ethics:

"Section H: Distance Counseling, Technology, and Social Media"

H.6.a. **Virtual Professional Presence**
In cases where counselors wish to maintain a professional and personal presence for social media use, separate professional and personal web pages and profiles are created to clearly distinguish between the two kinds of virtual presence.

H.6.b. **Social Media as Part of Informed Consent**
Counselors clearly explain to their clients, as part of the informed consent procedure, the benefits, limitations, and boundaries of the use of social media.

H.6.c. **Client Virtual Presence**
Counselors respect the privacy of their clients' presence on social media unless given consent to view such information.

H.6.d. **Use of Public Social Media**
Counselors take precautions to avoid disclosing confidential information through public social media."

Graduate Counseling students are expected to maintain appropriate professional boundaries and protect client confidentiality in all electronic communications and social media activities. Students shall not post, share, or otherwise disclose identifiable client information, confidential clinical placement materials, or confidential information obtained through their educational or supervised clinical experiences. Students must comply with the ACA Code of Ethics, applicable privacy laws, University policies, and the confidentiality requirements of their clinical placement sites. Violations may result in review under the program's professional conduct and remediation procedures.

Attendance: Attendance alone does not constitute active participation. Students are expected to complete assigned readings and activities, arrive prepared for class, and contribute meaningfully to the learning environment. Participation will be evaluated based on the quality of students' engagement, including their ability to offer relevant perspectives, apply course concepts, demonstrate critical and reflective thinking, engage respectfully with differing viewpoints, and contribute constructively to classroom discussions and activities. Participation may be demonstrated through verbal contributions, experiential exercises, small-group activities, written reflections, and other instructional methods established by the course instructor. Students are expected to demonstrate professional respect for classmates and instructors throughout all learning activities.

Regular attendance and active participation are essential components of graduate counseling education and professional preparation. Students are expected to attend all scheduled classes, clinical placements, supervision sessions, and required academic meetings. Students are responsible for arriving on time, remaining for the scheduled duration, completing assigned readings and activities, and participating meaningfully in course discussions and experiential learning activities.

Students who anticipate an absence are expected to notify the course instructor or clinical supervisor as soon as reasonably possible. Students remain responsible for obtaining missed course materials, completing assignments, and meeting applicable academic and clinical requirements.

For courses with regularly scheduled class meetings, two absences will result in a reduction of one-half letter grade in the final course grade. More than two absences will result in a reduction of one full letter grade. These reductions are separate from the evaluation of class participation, which is based on the quality of students' engagement and contributions to course activities. Students who experience extenuating circumstances that affect attendance should communicate promptly with their instructor.

Attendance requirements and associated academic consequences will be administered in accordance with applicable University policies, approved disability accommodations, and other legally protected circumstances.

Attendance requirements for practicum, internship, and other clinical training experiences are governed by the applicable course syllabus, clinical placement agreements, and required supervised training hours. Students must complete all required clinical hours and demonstrate the competencies necessary for successful completion of these experiences. Repeated attendance concerns may result in academic advising or review under the program's established academic and professional performance procedures.

Leave of Absence: Students who find it necessary to leave the University but who plan to return within one year may request a leave of absence. The decision to take a leave of absence is a serious one. Moravian University policy requires students to discuss leave-of-absence plans and decisions with their Program Director (for graduate students or RN-BSN students) or Provost's Office.

Though a leave of absence for up to two academic terms will protect students against changes in academic requirements and will facilitate their return, there is no guarantee that financial aid will be continued. Students on a leave also should be aware that courses taken during the leave at other colleges or universities may affect their academic standing at the University. Graduate students making such plans should consult with their Student Experience Mentor or Program Director.

In order to return to the University, students must contact the Provost's Office and apply for readmission. The readmission process will initiate the student's course registration and arrangements for housing. Students who fail to return after the approved leave period will be withdrawn from the University.

To request a leave of absence, students must follow the procedures outlined in the Withdrawal from University process, and indicate that they would like to request a leave of absence. Note that policies for the refund of tuition and fees, as well as reimbursement of financial aid are the same as for students that are withdrawing from the University.

Students requesting a leave of absence must follow Moravian University's established graduate student leave procedures. Before returning to the Graduate Counseling Programs, students should consult with their academic advisor and Program Director to determine whether changes in course availability, curriculum requirements, or clinical placement eligibility affect their anticipated graduation timeline. Approved leaves of absence do not guarantee that courses will be offered in the same sequence upon the student's return.

Nondiscrimination Policy: The University does not discriminate against any Employee, applicant for employment, Student, or applicant for admission. See Moravian University's Equal Opportunity, Harassment, and Non-Discrimination Policy for the complete, current Notice of Nondiscrimination: https://www.moravian.edu/policy/harassment-discrimination

Title IX and Mandatory Reporter Statement: All University Employees, other than those deemed Confidential Resources, are Mandated Reporters. See Section 6, "Mandated Reporting and Confidential Resources," of Moravian University's Equal Opportunity, Harassment, and Non-Discrimination Policy: https://www.moravian.edu/policy/harassment-discriminationhttps://www.moravian.edu/titleix

Grievance Procedures: All members of the community should feel safe to bring forward complaints of violations of any University policy. See Moravian University's Grievance Procedures for the applicable complaint and appeal processes: https://www.moravian.edu/handbook/administration/grievance

If you prefer a confidential resource, Counseling & Psychological Services (CAPS) will also be able to refer you to the appropriate department.

Technical Standards for the
School of Behavioral & Community Health
(Graduate Counseling Programs)

All counselors (including students and faculty) must follow the terms of the American Counseling Association (ACA) Code of Ethics and are required to abide by the terms of their state licensing laws as well. To prepare student counselors for success in the field, the following essential functions and technical standards are set forth to ensure successful completion of the program, with or without reasonable accommodations. Please reference the Student Handbook for resources and support in obtaining accommodations as needed.

Professionalism

Professionalism, which is also called, "presentation of self" refers to how students, faculty, and staff present themselves in the classroom and professional settings throughout their educational and occupational trajectory, from matriculation to graduation and beyond. In this context, the word "professional" describes the functions of both clinical and school counselors.

Achieving optimal professionalism is an aspirational goal that all counselors work towards throughout their career. Components of this include, but are not limited to:

- Integrity
- Respect
- Competence
- Genuineness / Authenticity
- Communication
- Humility / Lifelong Learning
- Ethical Conduct – according to the American Counseling Association (2014)

The standards outlined in this document represent an informed consent agreement between the student and the SoBaCH faculty and programs. In situations where students struggle to meet these standards, the student will meet with their Advisor, Program Director, and/or the SoBaCH Dean to develop a Remediation Plan to address any areas of concern. Students will be provided a clear timeline outlining the expectations, required actions, and deadlines established in their Remediation Plan.

This process is described in the Graduate Counseling Programs' Impaired Student and Remediation Policy (Review, Remediation, and Retention), located in the following sections below of this handbook.

Essential Functions:

1. Communication

Students must be willing and able to meet the following requirements:

- Express ideas and feelings clearly;
- Demonstrate effective verbal and nonverbal communication skills, including the ability to interpret verbal and nonverbal communication objectively in all interactions with classmates, faculty, field instructors, task supervisors, staff, clients, other professionals, and all others they might come into contact with;
- Advocate for themselves in an appropriate and responsible manner - i.e., challenge with compassion and respect; and,
- Demonstrate proficiency of both written and spoken English at matriculation into the program, although applications from students with hearing and/or speech disabilities will receive full consideration. In such cases, the use of a trained intermediary or other communications aide may be appropriate if it functions only as an information conduit and does not serve integrative or interpretive functions.

2. Physical and Cognitive Ability

Students must have sufficient sensory, motor, and cognitive skills to meet the following requirements:

- Attend and participate in classes, residencies, and field placements per the expectations outlined in the syllabi;
- Navigate transportation to attend field, residency, and classroom requirements;
- Use the technology required to engage in scholarship and effective practice including, but not limited to, the use of computers, telephones, and agency databases;
- Demonstrate the capacity to think critically and to apply effective problem-solving skills
- Demonstrate the ability to acquire knowledge and process experiences to inform practice; and,
- Identify and utilize time management strategies to meet requirements in classes, residencies, and field placements.

3. Emotional and Mental Stability, Management, and Regulation

In accordance with the ACA Code of Ethics (§ C.2.g), counseling students should not allow their personal problems or issues to interfere with their judgment and performance or to jeopardize the best interests of clients or constituents. The counseling student must demonstrate the emotional and mental stability necessary to execute sound judgment and performance in the program as well as generally to support the practice of counseling. Students must be willing and able to meet the following standards:

- Demonstrate awareness of the role and impact of self-disclosure (the revealing of personal information) and boundaries in classroom and field-settings, including within all assignments;
    - Encouraged: Drawing from personal experiences that inform your development of counselor identity; pausing to consider the potential impact of any disclosure on others (classmates, clients, supervisors, etc.)
    - Discouraged: Drawing from personal experiences that are unrelated to your development

of counselor identity; sharing details that may negatively impact others (classmates, clients, supervisors, etc.)

- Maintain courteous, civil relationships with colleagues, peers, faculty, field instructors/task supervisors, staff, clients, and other professionals;
- Seek appropriate help when personal issues interfere with practice and academic performance;
- Manage stress effectively through self-care and by relying upon supportive relationships with colleagues, peers, and others; and
- Appropriately integrate into practice constructive feedback received in both classroom and field settings.

4. Self-Awareness and Reflective Thinking

Students must be willing and able to meet the following requirements:

- Demonstrate a willingness to continually reflect on their own values, attitudes, beliefs, biases, emotions, and past and current experiences, and to consider how these factors affect their thinking, behavior, interactions, and relationships;
- Demonstrate the capacity to continuously re-assess their own strengths, limitations, and suitability for counseling practice, adjusting practice as needed;
- Take responsibility for their own actions and consider the impact of these actions on others; and
- Seek supervision and accept constructive feedback in a positive manner.

5. Respect for Diversity and Social Justice

Counseling practice requires understanding, affirming, and respecting another individual's way of life and values. Counselors appreciate that, as a consequence of difference, a person's life experiences may include racism, oppression, poverty, marginalization, and alienation as well as privilege and power. Students must be willing and able to meet the following requirements:

- Demonstrate a willingness to examine their personal beliefs, values, and assumptions that perpetuate or counter oppression;
- Strive to relate and to work nonjudgmentally with others, regardless of the person's age, class, color, culture, race or ethnicity, family structure, beliefs, religion, sex, gender, gender identity, sexual orientation, marital status, national origin, ability, and/or value system;
- Demonstrate knowledge of and sensitivity to diversity, oppression, intersectionality, power, and privilege;
- Approach differences with an attitude of humility and respect, acknowledging the importance of cultural differences in shaping life experiences;
- Demonstrate the ability to develop and strengthen cross-cultural proficiency sufficient to work effectively with a wide variety of diverse groups and communities; and
- Exhibit an appreciation for difference and a commitment to engage around the complex issues of diversity and social justice, seeking guidance and assistance as needed.

6. Ethical Conduct

Students are required to adhere to ethical conduct and decision-making in accordance with the values, ethics, and standards established for the counseling profession, as formalized in the ACA Code of Ethics, and to abide by all applicable University policies, including the University's Honor Code. Students must be willing and able to meet the following requirements:

- Adhere to a commitment to clients and constituents' rights to freedom of choice and self-determination;
- Demonstrate behavior and decisions reflecting the highest standards of honesty and integrity;
- Maintain appropriate boundaries with classmates, peers, faculty, field instructors/task supervisors, staff, clients, and other professionals;
- Understand their role in practice as a learner and counseling student. This includes the ability to correctly judge the limits of one's own competence and to seek help from an appropriate source when necessary;
- Disclose any criminal conviction, plea of guilty, plea of no contact, plea of nolo contendere, Alfred plea, deferred prosecution, prayer for judgment, or any other acceptance of responsibility for the commission of a crime, other than a traffic-related misdemeanor or infraction at point of admissions or as the situation arises which occurred at any time before or during the program;
- Disclose any discipline imposed by a state licensing board or the equivalent which occurred at any time before or during the program; and
- Follow federal and state laws and agency policies regarding confidentiality and mandatory reporting, including seeking permission from agency administrators for the use of agency materials, records, or audio-visual materials for academic course work.

7. Interpersonal Skills

Students must be willing and able to meet the following requirements:

- Demonstrate the ability to build rapport with and work cohesively with colleagues, peers, faculty, field instructors/task supervisors, staff, clients, constituents, and other professionals;
- Demonstrate the capacity to understand the experience and perspectives of individuals or groups and use this empathy as a basis for a productive relationship; and
- Exhibit conflict resolution skills, including the ability to negotiate differing attitudes and opinions.

8. Academic and Professional Standards

Students must be willing and able to meet the following requirements:

- Demonstrate the ability to meet the School's requirements to remain in good academic standing and to continue in the program (minimum grade of B in every course);
- Show the capacity to successfully complete required field practicum/internship hours and demonstrate positive progress in the behavioral indicators in the field and classroom settings;
- Follow the policies, procedures, and operating standards of the University, the School, the Program, and the field placement agency;
- Ensure that appearance, dress, and general demeanor are appropriate to the context, such as

following agency requirements in field settings;
- Be punctual and dependable; prioritize responsibilities and manage time well; attend class, residencies, and field placements in accordance with relevant policy; observe deadlines; and conscientiously arrange and keep appointments; and
- Adhere to agency policies and practices throughout the learning process and supervision.

Graduate Counseling Programs Impaired Student and Remediation Policy (Review, Remediation, and Retention)

This policy, in compliance with the 2014 American Counseling Association's Code of Ethics, outlines the Counseling Programs' obligation to identify, address and assist in the remediation (if possible) of students who have impairments that interfere with their ability to be successful counselors. The specific 2014 ACA Code of Ethics sections that support this policy are Section C.2.g, "Impairment," Section F8 "Student Responsibilities" and Section F9 "Evaluation and Remediation of Students."

Faculty Gatekeeping and Programmatic Student Remediation: Professions engaged in protection of the public health and welfare charge its members with the responsibility of monitoring and gatekeeping potential new members. Therefore, the Graduate Counseling Programs at Moravian University maintain that in order to protect their students, the profession, and the eventual consumers of services provided by graduates, it is necessary to monitor students' academic and professional development while in the program. This monitoring specifically focuses on both academic performance and professional conduct. As such, the department's faculty is responsible for assuring that only those students who continue to meet academic and professional program standards are allowed to continue in any of the department's academic programs. Students' admission into a graduate program does not guarantee that they are fit to remain in the program. Thus, members of the faculty will evaluate student performance and professional conduct on an ongoing-basis, semester by semester. The faculty will make judgments based on student behavior, course performance, supervisors' evaluations of students' performance in the field, and students' adherence to any and all codes of ethics that have bearing upon the student's training while in the program.

Impairment: For purposes of this policy, student impairment refers to demonstrated difficulties in academic performance, professional conduct, ethical decision-making, interpersonal functioning, or clinical competence that substantially interfere with a student's ability to meet essential program requirements or raise legitimate concerns regarding client welfare and professional practice. Determinations of impairment shall be based on documented behaviors, observed performance, and relevant professional standards. The presence of a disability, medical condition, or mental health diagnosis does not, by itself, constitute professional impairment. Students remain responsible for meeting essential academic and professional requirements, with or without reasonable accommodations.

The following indicators are examples of behaviors or circumstances that may warrant review of a student's academic performance, professional conduct, clinical competence, or fitness for professional practice. This list is not exhaustive.

1. **Unusual or inappropriate behavior:** Unusual, inappropriate, or disruptive behavior;

interpersonal conduct that interferes with professional responsibilities, academic activities, or the learning environment.

2. **Academic or clinical performance deficiencies:** Negative changes in academic performance; failure to maintain required academic standing or meet established academic, clinical, or professional competency requirements.
3. **Attendance and responsibility concerns:** Frequent or unexplained absences or tardiness; repeated failure to fulfill academic, supervisory, clinical, or other program responsibilities.
4. **Frequent or unexplained illnesses or accidents:** Frequent or unexplained illnesses or accidents that substantially interfere with the student's ability to meet essential academic, clinical, or professional responsibilities.
5. **Inability to manage routine difficulties:** Significant inability to contend with routine academic, interpersonal, or professional difficulties and take appropriate action to overcome them.
6. **Violations of ethical, legal, or institutional standards:** Violations of the Moravian University Student Code of Conduct, professional ethical standards, applicable laws, or established program and clinical placement policies.
7. **Failure to maintain good academic standing:** Violations of the University's academic performance requirements; failure to meet established clinical performance standards or demonstrate required competencies.
8. **Inadequate professionalism or professional comportment:** Inappropriate professional boundaries; conduct that compromises the welfare of clients or other professionals; failure to demonstrate appropriate professional judgment, decision-making, or accountability.
9. **Unwillingness to collaborate:** Unwillingness to engage in professional collaboration; persistent difficulty receiving, accepting, or responding appropriately to supervisory feedback.
10. **Questionable honesty or integrity:** Dishonesty, misrepresentation, questionable honesty or integrity, or breaches of academic or professional ethical obligations.
11. **Lack of respect for others:** Disrespectful, hostile, or inappropriate conduct toward classmates, faculty, administrators, supervisors, clients, or other professionals in academic or clinical settings.
12. **Irreverence for learning and professional development:** Persistent disregard for learning, professional development, or supervisory instruction; failure to demonstrate required competencies despite instruction, supervision, or remediation.
13. **Inadequate emotional maturity or flexibility:** Inadequate emotional maturity, emotional regulation, adaptability, or flexibility that interferes with appropriate professional behavior, judgment, interpersonal functioning, or the fulfillment of academic and clinical responsibilities.

Identification of student impairment is an ongoing process: Student attitude and behavior on campus, inside the classroom and as a representative of the Moravian Graduate Counseling Programs in the community are contexts for assessment of potential impairment. Course work, practica, and internships provide both students and faculty opportunities to identify personal barriers students may experience that interfere with their ability to be successful in the counseling profession. Any concerns regarding the student's progress or appropriateness for the counseling profession are brought directly to the student's academic advisor and the Program Director or designee if appropriate.

Remediation: Remediation focuses on the behavior of the impaired student and not on any underlying medical or other condition or disability. If impairment is caused by a disability, it shall be the student's obligation to comply with University Policy as outlined in the student handbook with regard to disability accommodations. Remediation action for impairment may include but is not limited to:

1. Scheduled monitoring meetings with the student's academic advisor;

2. Additional remedial or professional training related to the impairment or deficit;
3. Academic support (tutoring, additional class work with the course professor, etc.);
4. Referral to appropriate counseling, mental health, or other professional support services when indicated. Participation in such services is voluntary unless otherwise required through an applicable University process or lawful professional fitness-for-duty determination. Evaluation of remediation progress will focus on the student's demonstrated academic performance, professional conduct, and clinical competence rather than disclosure of personal treatment information.
5. Self-structured behavioral change;
6. Additional field experiences;
7. Leaves of absence with return to program contingent on remediation of the student's impairment and consistent with university policy;
8. Other actions as seen necessary by the Program Director and faculty.

Student Understanding of Review, Remediation, and Retention and Consent Agreement:

Upon admission to a Graduate Counseling Program, students will be given the opportunity to review the expectations for academic and professional development while in the program. The process and form used to evaluate and support students' progress are below and describe the overall remediation process. Students are required to sign and date the Student Review, Remediation & Retention Policy and Consent Form to demonstrate their understanding and agreement before beginning any course or field experience. The original signed consent form will be kept in the student's file. Students may request a copy of their consent form for their records.

Review & Remediation Plan: Each semester, the student's academic advisor, Program Committee, and Program Director will evaluate student progress in academic performance, professional conduct, ethical behavior, and clinical competence. When students demonstrate satisfactory progress, no formal remediation action is necessary.

When concerns are identified, faculty may initially address them through informal consultation, academic support, additional supervision, or other appropriate interventions. If informal measures are insufficient, or the nature of the concern warrants formal intervention, the matter will be referred to the Program Director and/or Program Committee for review.

When formal remediation is appropriate, the Program will ordinarily use Tier 1 followed by Tier 2 if specified improvement is not demonstrated. The written plan will identify the concerns, measurable expectations, responsible evaluators, review date, and possible consequences. Remediation periods will be determined by the Program Committee in coordination with the Program Director; an additional semester is not guaranteed. Serious conduct may warrant direct Tier 2 placement or immediate initiation of dismissal proceedings without completing either remediation tier, consistent with University procedures.

Dismissal: Failure to participate in a required remediation plan or failure to demonstrate sufficient improvement may warrant consideration for dismissal under applicable University policies. Egregious ethical violations, substantiated physical assault or violence, credible threats, serious professional misconduct, or other conduct posing a substantial risk to clients or others may warrant immediate initiation of program dismissal proceedings without requiring Tier 1 or Tier 2 remediation. A criminal conviction is not required before substantiated misconduct may be addressed; an arrest or charge alone does not automatically establish misconduct or require dismissal. Decisions will be documented and processed under applicable University procedures, including review and appeal rights. Program dismissal and University expulsion are distinct decisions.

Students may seek review of remediation, retention, or dismissal decisions in accordance with applicable Moravian University policies and procedures. The appropriate review or appeal process will depend on the nature of the decision and the University's established procedures. Final decisions are subject to the University's designated administrative review process.

Remediation Forms: Below are the 2 forms that are used by the program for the student remediation process. The first is the consent form which must be signed by the student prior to their starting classes. The 2nd form is the Remediation form to be used if needed:

Name: _____

Concentration: _____

Advisor: _____

Moravian University
Graduate Programs
Student Review, Remediation & Retention Policy
Student Consent Form

Faculty Gatekeeping & Remediation Responsibilities

Professions engaged in the protection of the public health and welfare charge their members with the responsibility of monitoring and gatekeeping potential new members. Therefore, the Graduate Programs at Moravian University maintains that to protect its students, the profession, and the eventual consumers of services provided by graduates, it is necessary to monitor students' academic and professional development while they are in the program. This monitoring focuses explicitly on both academic performance and professional conduct. As such, the department's faculty is responsible for assuring that only those students who continue to meet academic and professional program standards are allowed to continue in any of the department's academic programs. A student's admission into the Graduate Program does not guarantee that they are fit to remain in that program. Thus, members of the faculty will evaluate student performance and professional conduct on an ongoing basis, semester by semester. The faculty will make judgments based on student professionalism, course performance, supervisors' evaluations of students' performance in the field, and students' adherence to all codes of ethics that have bearing upon the student's training while in the program. (American Counseling Association, 2014, Section F.9.a; F.9.b)

Student Understanding of Remediation and Consent Agreement

Upon admission to the Graduate Programs, students will have the opportunity to review the expectations for academic and professional development throughout the program. The concepts of gatekeeping, student review, remediation, and retention will be outlined in writing. The process and forms used to evaluate and support student progress will be described to ensure a complete understanding. Students will then be asked to sign and date the *Student Review, Remediation & Retention Policy, and Consent Form* to demonstrate their knowledge and agreement before beginning any course or field experience. The original signed consent form will be kept in the student's file. Students may request a copy of their consent form for their records. (American Counseling Association, 2014, Section F.8.b; F.8.c)

Placement in Tier System:

Students with concerns ordinarily begin with Tier 1. When serious ethical violations, professional misconduct, criminal conduct, physical assault, violence, credible threats, or substantial concerns about professional fitness or safety arise, the Program may bypass Tier 1 and place the student directly into Tier 2, or initiate dismissal proceedings without requiring either tier when the conduct is sufficiently egregious. A criminal conviction is not required to address substantiated conduct, but an arrest or charge alone does not automatically result in dismissal. An F grade will be reviewed under the academic-standing policy; whether it also mandates Tier 2 placement requires a Program decision. Decisions and reasons for bypassing a tier must be documented and consistent with University procedures.

Tier 1 Evaluation & Remediation Plan:

For concerns appropriate to progressive remediation, the Program will document the student's identified deficiencies, required measurable improvements, available supports, responsible reviewers, and a review date. Tier 1 ordinarily provides one semester for demonstrated improvement. If the student does not meet the specified requirements, the Program ordinarily advances the student to Tier 2. Serious new misconduct may instead warrant direct Tier 2 placement or immediate initiation of dismissal proceedings, subject to applicable

University procedures.

Tier 2 Evaluation & Remediation Plan

Clinical placement and interim safety measures: When credible concerns regarding client welfare, safety, or professional fitness arise, the Program may seek temporary restrictions on practicum, internship, or other clinical activities while the matter is reviewed, subject to the authority and procedures established by the University and clinical placement agreements. Interim restrictions are not themselves a final dismissal determination. The responsible decision-maker, rationale, duration, and review process must be documented.

Tier 2 Evaluation & Remediation Plan: A student may enter Tier 2 after unsuccessful Tier 1 remediation or be placed directly into Tier 2 when serious concerns warrant bypassing Tier 1. The written Tier 2 plan will specify the conduct or performance concerns, measurable expectations, required actions, responsible evaluators, a defined review period, and the consequences of nonparticipation or insufficient improvement. No additional semester is automatically guaranteed. The Program Committee and Program Director will review the documented outcome and, where warranted, initiate dismissal proceedings under applicable University procedures. Nonparticipation and unsuccessful good-faith participation will be considered distinctly. Serious misconduct may warrant immediate dismissal proceedings without completion of Tier 2.
(American Counseling Association, 2014, Section F.9.b; F.9.d)

I have read the above remediation policy and agree to the terms therein:

Student Signature: _____ Date _____

Student Printed Name: _____

Advisor's Signature: _____ Date _____

Revised: September, 2026

Moravian University
Graduate Programs
Student Review, Remediation & Retention
Tier 1 Remediation Plan

Student Name: _____

Semester: _____

Date Reviewed: _____

	Satisfactory	**Unsatisfactory**
Academic Performance	_____	_____
Professional & Ethical Responsibility	_____	_____
Interpersonal	_____	_____
Competence	_____	_____
Conduct	_____	_____
Integrity	_____	_____
Self-Care and Personal Wellness	_____	_____

Comments/Identified Deficiencies/Required Corrective Actions/Timeline/Evaluation Criteria

_____

_____

_____

_____

After the Tier 1 review period, a continued Unsatisfactory rating in an area identified in the remediation plan ordinarily results in advancement to Tier 2. Serious misconduct may warrant direct Tier 2 placement or immediate initiation of dismissal proceedings under applicable University procedures.

I have read and understand the above Student Review, Remediation and Retention Policy and agree to the terms therein.

Student Signature: _____ **Date:** _____

Faculty Advisor: _____ **Date:** _____

Program Director: _____ **Date:** _____

Revised: September, 2026

Student Name: _____

Moravian University
Graduate Programs
Student Review, Remediation & Retention
Tier 2 Remediation Plan

Rating Scale
A '0' rating indicates 'Can't Observe'.
A '1' rating indicates 'Poor'.
A '2' rating indicates 'Fair'.
A '3' rating indicates 'Good'.
A '4' rating indicates 'Excellent'.

The student commits to improving upon the areas as outlined below within one semester:

Academic Performance	0	1	2	3	4
1. To earn a minimum grade of "B" in all required Program of Study courses					
2. To demonstrate clarity of expression in oral and written communications					
3. To demonstrate self-reliance, resourcefulness, and academic integrity in preparation for classes, exams, and research					
4. To demonstrate ability to conceptualize and synthesize course material					
5. To demonstrate timeliness, attentiveness, and dependability in attendance, participation, and completion of all class meetings, assignments, and program activities					
Professional Responsibility					
1. To relate to peers, faculty, supervisors, instructors, administrators, clients, and others in an appropriate professional manner					
2. To demonstrate commitment to their profession					
3. To demonstrate motivation and apply maximum effort to develop professionally					
4. To demonstrate ethical awareness and conduct and to apply legal and ethical standards throughout all program areas					
Interpersonal					
Competence					
1. To demonstrate mastery of clinical/applied skills commensurate with the counselor's developmental level					
2. To take responsibility for compensating for their deficiencies					
3. To provide only those services and apply only those techniques for which they are qualified by education, training, supervision, and/or experience					
4. To demonstrate basic cognitive skills and appropriate affect in response to clients and peers					
5. To utilize culturally relevant/effective interventions and to advocate appropriately for client needs					
6. To take responsibility for their own behaviors and decisions					
Conduct					
1. To demonstrate appropriate self-control (such as anger, impulse, withdrawal) with peers, faculty, supervisors, instructors, administrators, clients, and others					
2. To demonstrate honesty and fairness both personally and professionally					
3. To demonstrate awareness of their own belief systems, values, and limitations such that these do not negatively affect his/her professional work					
4. To demonstrate timely and respectful communication with faculty, peers, supervisors, and					

others					
5. To demonstrate the ability to collaborate with and to receive, integrate, and utilize feedback from peers, faculty, supervisors, instructors, administrators, clients, and others					

Integrity					
1. To respect the fundamental rights, dignity, and worth of all people					
2. To respect the rights of individuals to privacy, confidentiality, and choices regarding self-determination					
3. To demonstrate awareness of her/his own cultural identity, and respect cultural, individual, and role differences (age, gender, race, ethnicity, national origin, religion, sexual orientation, physical ability, language, and socioeconomic status) in all professional relationships					
Self-Care and Personal Wellness					
1. To dress appropriately and practice personal hygiene appropriate to the academic and professional setting					
2. To engage in healthy behaviors and use appropriate resources for self-care					
3. To monitor one's own well-being and effectiveness and demonstrate responsibility for their own personal wellness					
4. To demonstrate the ability to function effectively in stressful situations					
5. To demonstrate the ability to resolve conflicts appropriately					

Comments/Identified Deficiencies/Required Corrective Actions/Timeline/Evaluation Criteria

_____

_____

_____

_____

_____

_____

I have read this evaluation and discussed it with my advisor. I agree to attend to the items specified in this remediation plan.

Student Signature: _____ Date: _____

Student Printed Name:_____

Faculty Advisor: _____ Date: _____

Program Director: _____ Date: _____

Revised: September, 2026