MORAVIAN UNIVERSITY

College of Health - School of Behavioral & Community Health

GRADUATE COUNSELING PROGRAMS - STUDENT HANDBOOK 2026-2027

MASTER OF ARTS IN EXPRESSIVE ARTS THERAPY & COUNSELING (MAEC)

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Introduction

The Master of Arts in Expressive Arts Therapy and Counseling (MAEC) program is housed in the School of Behavioral and Community Health, which is part of the College of Health at Moravian University. According to the Strategic Plan, Moravian University prepares its students for a reflective life, fulfilling careers, and transformative leadership in a world of change.

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).

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.

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 at Moravian.edu. The Counseling Center is located at 1307 Main Street, and the hours are 8 am – 4:30 pm. There are limited evening appointments available for students with clinical placements, field placements, etc.
- **Center for Academic Excellence:** The Center for Academic Excellence 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.
- **IT Support:** If a student requires assistance for IT matters, they may do so by making an appointment with Moravian IT. Most issues can be solved through email or a Zoom call. Students may submit an IT Ticket through the Client Portal or send a detailed email to help at moravian.edu.
- **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. Located in the DEI House at 1138 Main Street. To contact a DEI representative, call 610-625-7847, or email dei at moravian.edu.
- **Center for Global Education (CGE):** Creates an engaged learning environment that inspires students, faculty, and staff to become globally competent. CGE is located at 1140 Main Street. For more information, call 610-625-7896 or email international at 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, contact the Office of Disability and

Accommodations (ODA) at 610-861-1401 or oda@moravian.edu.

- **Writing Center:** All members of the Moravian University community are welcome to visit the Writing Center. Consultants work with papers and multimodal compositions at any stage of the writing process. Located on the second floor of Zinzendorf Hall.
- **Reeves Library:** An invaluable resource for all members of the campus community. Librarians can be reached for varied services and assistance.
- **Mo's Cupboard Food and Resource Pantry:** Provides shelf-stable food items, toiletries, dorm and cleaning supplies to any Moravian University, Graduate, or Seminary student in need. Located in the Student Life Suite in the basement of the HUB. Email moscupboard at moravian.edu.
- **Mo's Fund:** Aims to provide one-time financial support to Moravian University students who are experiencing financial hardship.
- **Office of Spirituality and Inclusion:** The chaplains provide opportunities for worship, discussion, fellowship, education, and personal growth, and facilitate Safe Zone training. Call 610-861-1583 or email chaplains at moravian.edu.
- **Campus Police:** Located at 119 W. Greenwich Street. Call 610-861-1421 (24 Hours) or 610-861-1465 for an emergency.

Title IX Discrimination Statement

Moravian 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. Concerns regarding discrimination should be directed to Becki L. Achey, Equal Opportunity and Title IX Coordinator, at 610-625-7023 or equalopportunity@moravian.edu. Concerns regarding gender and equity in athletics should be directed to Brynn McNamara, Associate Athletic Director, at 610-861-1531 or mcnamarab@moravian.edu.

Program Overview & Unique Value Proposition

The Master of Arts in Expressive Arts Therapy and Counseling (MAEC) is a premier, 60-credit graduate program designed to give students a powerful "dual identity" in the mental health field:

1. **Professional Counselor Licensure:** Meets all educational requirements for Pennsylvania Licensed Professional Counselor (PA LPC) status.
2. **Specialized Expressive Arts Mastery:** Built to align directly with the international Registered Expressive Arts Therapist (REAT) credential through the International Expressive Arts Therapy Association (IEATA).

Instead of choosing between general mental health counseling and a single-modality art program, MAEC graduates are equipped to integrate visual arts, movement, drama, music, and writing seamlessly into clinical practice.

Key Student Highlights:

- **Degree Length:** 60 credits completed in 5 to 8 semesters (2-year or 3-year track options).
- **Format:** Flexible hybrid/low-residency model designed for working adults (combining asynchronous online learning, live online sessions, and brief hands-on residencies).
- **High-Demand Career:** Prepares students for a rapidly growing field with a projected 17% job growth.

Why Choose the MAEC Program at Moravian?

- **All-In-One Scope:** You don't have to limit yourself to just visual art or just talk therapy; you learn intermodal integration across movement, drama, music, writing, and visual media.
- **Clear Path to Licensure:** Built explicitly to meet PA state counselor board standards so you can bill insurance and diagnose upon completing post-grad hours.
- **Flexible Formats:** Low-residency/hybrid structure lets you continue working while pursuing your degree.
- **Embedded Resume Booster:** Earn a standalone Graduate Certificate along the way at no additional course cost.

What is Expressive Arts Therapy?

Expressive Arts Therapy (EXA) is an integrative, multimodal psychotherapeutic approach that uses various art forms, visual arts, music, movement, drama, and creative writing to help individuals process emotions, heal from trauma, and explore self-expression. Unlike traditional "single-modality" therapies, expressive arts therapy emphasizes intermodal transfer: moving fluidly between different artistic mediums within a single session to access deeper layers of emotional experience.

Key Modalities Used:

- **Visual Arts:** Painting, sculpting, collage, drawing, and mask-making to externalize internal thoughts.
- **Movement & Dance:** Using body awareness and somatic movement to release trapped stress or process trauma held physically in the body.
- **Music & Sound:** Drumming, vocalizing, or listening to explore emotional resonance and regulation.

- **Drama & Psychodrama:** Role-playing, storytelling, and puppetry to safely explore personal dynamics and reframe life experiences.
- **Creative Writing & Poetry:** Journaling, poetry, and narrative building to put language to abstract feelings.

The Magic of "Intermodal Transfer": A session might begin with a client making a fast, messy charcoal sketch of their anxiety. The therapist might then invite them to transform that drawing into a physical posture or movement, and finally write three sentences from the perspective of that movement. Moving across creative modalities bypasses intellectual defense mechanisms and brings subconscious patterns to light.

Program Coordinator & Faculty

Dr. Wednesdae Reim Ifrach, REAT, ATR-BC, ATCS, LPC, NCC, CLAT, RMT, CDD, CCTP, CGP, CSTFP
Dr. Wednesdae Reim Ifrach is an expressive art therapist, counselor, researcher, and author whose work bridges clinical, creative, and community-based practices. Their interdisciplinary approach integrates art and poetry with clinical and somatic inquiry, centering gender-affirming care, LGBTQ+ issues, trauma-informed practice, body image, and eating disorders. They are a full-time faculty member in the School of Behavioral and Community Health at Moravian University and co-owner of Rainbow Recovery. Dr. Reim Ifrach founded the nation's first 2sLGBTQIA+ Virtual Eating Disorder Program and has contributed to survivor-led art projects such as the Monument Quilt. Their scholarship includes peer-reviewed articles and authored books focusing on Queer Worldmaking in Art Therapy.

Licensure & Credentialing

Step 1 – National Certification: Registered Expressive Arts Therapist (REAT)

Any person looking to obtain the national Registered Expressive Arts Therapist (REAT) credential to practice expressive arts therapy is required to become certified by the International Expressive Arts Therapy Association (IEATA). Moravian University has determined that our MAEC curriculum meets the current educational requirements to apply for the REAT credential. Key requirements include a master's degree, proof of competence across multiple art forms, 1,000 hours of post-master's direct client clinical experience using expressive arts, and 50 hours of individual supervision.

Step 2 – State Professional Licensure (PA LPC)

Moravian University has determined that the MAEC curriculum meets the educational requirements outlined by the Pennsylvania State Board of Social Workers, Marriage and Family Therapists and Licensed Professional Counselors for eligibility as a Licensed Professional Counselor (LPC). The LPC gives you the legal right to diagnose mental health disorders, bill health insurance, and practice psychotherapy independently in Pennsylvania. Key requirements include 60 graduate credits, 700 hours of graduate fieldwork (100 practicum, 600 internship), and 3,000 hours of supervised post-master's clinical experience.

State-by-State Specialization Licensure

Depending on the jurisdiction where you plan to practice, expressive arts therapy may be practiced under a general professional counselor license (e.g., LPC), or a state may offer/require a specific specialized license in creative arts therapy. For example, New York offers a Creative Arts Therapist License (LCAT) (additional state-specific requirements may apply). In states like California, Texas, Florida, and others, expressive arts therapy is practiced under a Licensed Professional Counselor (LPC / LPCC / LMHC) license or does not currently restrict the specific title.

Mission Statement, Learning Outcomes & Goals

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 counseling and expressive arts therapy with an emphasis on service delivery to diverse populations. The programs train students to cultivate the academic skills and personal awareness necessary to be effective, multiculturally competent helping professionals.

Moravian Institutional Learning Outcomes (MOs):

- **Develop Skills and Literacies:** Communicate effectively within the changing world.
- **Acquire Knowledge:** Acquire disciplinary and interdisciplinary knowledge to engage with the world in an informed manner.
- **Recognize diverse perspectives:** Expand the scope of one's own worldview.
- **Cultivate Critical Questioning:** Solve problems by critically questioning and integrating ideas.
- **Create and Engage:** Create expressions of knowledge and ideas, and engage with the broader world in a reflective and impactful manner.

Graduate Counseling Program Learning Outcomes (POs):

- **Helping Relationships:** Understands foundational frameworks for counseling and interviewing processes; develops counselor self-awareness and basic listening/attending skills.
- **Professional Identity:** Articulates and demonstrates one's counseling identity and utilizes the ACA Ethical Code.
- **Career and Lifestyle Development:** Understands the history, principles, and theories of career counseling.
- **Human Growth and Development:** Demonstrates knowledge and understanding of biological, moral, familial, and societal bases of human development.
- **Clinical Appraisal:** Demonstrates knowledge of theories, classification systems, and relevant assessment measures.
- **Counseling Theory:** Demonstrates knowledge of evidence-based theories and practices of counseling and expressive arts therapy.
- **Social and Cultural Foundations:** Demonstrates knowledge, self-awareness, and skills in working with diverse community members.
- **Group Theory and Practice:** Understands the history, principles, and theories of group counseling and therapy using expressive arts modalities.
- **Research Design and Methodology:** Demonstrates knowledge of scientific methods used by practitioner-scholars.

- **Clinical Instruction:** Includes 100 hours of supervised Practicum experience which precedes 600 hours of supervised Internship experience.

Expressive Art Therapy Program Learning Outcomes (POs):

- **Helping Relationships:** Understands foundational frameworks for counseling, interviewing, and creative processes; develops counselor self-awareness, aesthetic attunement, and attending skills to form expressive arts therapeutic relationships.
- **Professional Identity:** Articulates and demonstrates one's professional identity as an expressive arts therapist; utilizes the ACA Ethical Code and creative arts therapy ethical standards in clinical practice.
- **Career and Lifestyle Development:** Understands the history, principles, and theories of career counseling; applies multimodal expressive arts and creative inquiry to vocational planning and lifestyle development.
- **Human Growth and Development:** Demonstrates knowledge and understanding of biological, moral, familial, and societal human development across the lifespan through expressive arts and neurodevelopmental frameworks.
- **Clinical Appraisal:** Demonstrates knowledge of clinical theories, classification systems, and arts-based assessment measures used in case formulation, appraisal, and treatment planning.
- **Counseling Theory:** Demonstrates knowledge of evidence-based counseling theories and expressive arts therapy models; applies multimodal, creative interventions across diverse clinical populations.
- **Social and Cultural Foundations:** Demonstrates knowledge, self-awareness, and cultural humility in working with diverse community members through culturally responsive and community-engaged expressive arts modalities.
- **Group Theory and Practice:** Understands the history, principles, and dynamics of group counseling and therapy utilizing multimodal expressive arts processes and studio facilitation.
- **Research Design and Methodology:** Demonstrates knowledge of scientific inquiry and arts-based research (ABR) methodologies used by practitioner-scholars to evaluate expressive clinical practices and programs.
- **Clinical Instruction:** Includes 100 hours of supervised Practicum experience preceding 600 hours of supervised Internship experience integrating expressive arts modalities into direct client care.

Admissions Requirements & Checklist

- **Undergraduate GPA:** 3.0 or higher.
- **Letters of Recommendation:** 2 professional or academic letters (non-family/friends).
- **Prerequisites (Recommended 24 credits total):**
    - **Psychology (12 credits):** Developmental Psychology, Abnormal Psychology, and 6 additional credits in behavioral science (undergrad art therapy courses count!).
    - **Arts (12 credits):** Studio art courses (drawing, painting, ceramics) and multi-modality creative arts (dance, music, drama, writing, photography, art education classes where physical art making is present).
- **Conditional Admission:** Students missing prerequisites can take them concurrently during initial graduate enrollment, ensuring clear progression benchmarks. (Pathways Class Options include Foundations of Expressive Arts Therapy: Application, Process & Practice; and Expressive Arts Approaches in Clinical Practice).

Written Essay Prompts

Please write a series of brief, focused responses to the following five prompts into one cohesive essay. **The USE OF AI is PROHIBITED.**

1. **Statement of Purpose & Professional Goals:** Why are you pursuing a dual-scope degree in Clinical Mental Health Counseling and Expressive Arts Therapy? (400 words minimum)
2. **Creative Modalities & Artistic Grounding:** Describe the specific creative arts modalities you currently practice. How do you envision bringing these into graduate training? (200 words minimum)
3. **Human Services & Clinical Experience:** Describe your prior experience in direct human services, highlighting exposure to behavioral healthcare or marginalized populations. (200 words minimum)
4. **Cultural Humility & Social Identity:** Provide a candid self-assessment of your current cultural humility, knowledge, and skills when building relationships across dimensions of social difference. (300 words minimum)
5. **Personal Resilience, Autonomy, and Hybrid Learning:** Address your resilience, capacity for collaboration & autonomy in distance learning, and digital literacy. (400 words minimum)

Art Portfolio

A digital portfolio showcasing 15 to 20 pieces of artwork spanning various media, highlighting technical ability and self-expression. **The USE OF AI is PROHIBITED.** This can include drawing, painting, ceramics, photography, digital art making (not AI), dance videos, music creation, theater performance videos, etc.

Evaluation Domain	Unacceptable (1 Point)	Developing (2 Points)	Competent (3 Points)	Exemplary (4 Points)	Score
Authentic Self-Expression & Narrative Voice	Work is purely technical, superficial, or derivative. Shows little evidence of a personal artistic voice or internal narrative.	Self-expression is surface-level or cautious. Personal voice is present but constrained by conventional form.	Clearly articulates a distinct artistic voice, personal narrative, and genuine creative intent across several media.	Demonstrates a distinct, powerful, and uninhibited personal voice. Uses creative media to articulate complex internal landscapes and personal truths.	__ / 4

Evaluation Domain	Unacceptable (1 Point)	Developing (2 Points)	Competent (3 Points)	Exemplary (4 Points)	Score
Vulnerability & Emotional Depth	Avoids emotional engagement; work feels clinical, overly guarded, or emotionally detached.	Touches on emotional themes safely, but hesitates to engage deeply with challenging or complex personal reflection.	Shows genuine openness to self-examination, emotional honesty, and raw thematic exploration in the creative process.	Exemplifies profound emotional courage, risk-taking, and deep reflective engagement with difficult or nuanced human experiences.	__ / 4
Resilience & Process-Oriented Exploration	Work appears rigid or overly focused on polished final products. Shows no willingness to experiment or learn from creative obstacles.	Displays limited experimentation. Stays largely within comfortable techniques with minimal creative risk-taking.	Demonstrates flexibility, adaptiveness, and persistence through complex, messy, or evolving creative processes.	Shows exceptional psychological flexibility, creative problem-solving, and the ability to transform tension, challenge, or failure into artistic discovery.	__ / 4
Intersectionality & Cultural Consciousness	Shows no awareness of cultural, social, or contextual identity. Lacks perspective on positionality or lived experience.	Touches lightly on identity or context, but struggles to connect creative work to broader socio-cultural frameworks.	Intentionally explores aspects of identity, lived experience, cultural context, or social location within the artwork.	Deeply weaves critical self-awareness, cultural context, lived experience, and socio-political positionality	__ / 4

Evaluation Domain	Unacceptable (1 Point)	Developing (2 Points)	Competent (3 Points)	Exemplary (4 Points)	Score
				into the creative work.	
Intermodal Scope & Technical Engagement	Submits fewer than 15 pieces, or work is restricted to 1–2 media without demonstrating willingness to engage diverse artistic forms.	Submits 15–20 pieces across 2 media, but demonstrates hesitation or discomfort moving outside a primary artistic discipline.	Submits 15–20 pieces spanning at least 3 distinct media formats with solid baseline craft and technical engagement.	Submits 15–20 pieces seamlessly bridging 4+ diverse media forms with high creative agility.	__ / 4
Human Authenticity (Generative AI Standard)	Evidence of generative AI, prompt-based synthesis, or unauthorized digital generation. (AUTOMATIC DISQUALIFICATION)	Submissions raise concerns regarding original human authorship, heavy asset replication, or template usage.	Fully original work showcasing clear physical or digital human craft, original agency, and personal execution.	Outstanding demonstration of hands-on human craftsmanship, raw process, and unmediated creative agency.	PASS / FAIL

Scoring & Decision Key:
- 17 – 20 Points: Unconditional Recommend (Demonstrates exceptional creative maturity and readiness).
- 13 – 16 Points: Conditional Recommend (Meets foundational standards; may require supplemental studio coursework).
- Below 13 Points: Not Recommended.

Curriculum Structure & Flexible Pathways

Students complete 10 core counseling courses (from our established clinical counseling curriculum) and 10 specialized expressive arts courses.

Option A: The Fast-Track (2-Year Plan)

Best for full-time students looking to enter the field as quickly as possible. Term schedules: Fall & Spring Terms (15 weeks), Summer Term (12 weeks).

- **Fall 1:**
  - MAEC 500: Helping Relationships using Expressive Arts Modalities
  - MCC 510: Professional Orientation: Ethics & Counseling
  - MAEC 505: Foundations of Intermodal Expressive Arts Therapy
  - MAEC 515: Intermodal Expressive Arts Approaches in Clinical Practice
- **Spring 1:**
  - MAEC 570: Group Theory & Practice in Expressive Arts
  - MCC 535: Assessment for Counselors
  - MCC 545: DSM & Psychopathology
  - MCC 530: Human Growth & Development
- **Summer 1:**
  - MAEC 680: Practicum in Counseling & Expressive Arts (100 hours)
  - MAEC 560: Social & Cultural Foundations in Expressive Arts
  - MCC 640: Human Sexuality Across the Lifespan (or other ELECTIVE)
  - MCC 550: Counseling Theories
- **Fall 2:**
  - MCC 600: Trauma-Informed Care (Expressive Art Therapy)
  - MAEC 585: Individual & Family Counseling in Expressive Arts Therapy
  - MAEC 685: Internship in Counseling & Expressive Arts I (300 hours)
  - MCC 580: Research Design & Methodology
- **Spring 2:**
  - MAEC 686: Internship in Counseling & Expressive Arts II (300 hours)
  - MAEC 690: Expressive Arts Capstone
  - Substance Use Elective (Or other ELECTIVE)
  - MCC 520: Career & Lifestyle Counseling

MCC Course Descriptions (Core Clinical Courses)

- **MCC 510 Professional Orientation: Ethics & Counseling:** Examines the history, professional roles, specializations, organizations, credentialing, and ethical and legal issues in the counseling field. The course addresses counselor identity formation, advocacy duties, self-care, and ethical decision-making according to the ACA Code of Ethics.
- **MCC 520 Career and Lifestyle Counseling:** Covers theories and research on career development and methods of career counseling and assessment.
- **MCC 530 Human Growth and Development:** Examines the research and theories of human development across the lifespan, focusing on physical, emotional, cognitive, and psychosocial development through a multicultural framework.
- **MCC 535 Assessment for Counselors:** Covers the practical, ethical, and multiculturally competent administration of individual assessment and testing instruments in counseling.
- **MCC 545 DSM & Psychopathology:** Covers the current DSM psychiatric system, specifically the characteristics, etiology, and contributing factors of specific diagnoses.

- **MCC 550 Counseling Theories:** Provides an overview of the major classical and contemporary theoretical approaches to individual counseling.
- **MCC 580 Research Design and Methodology:** Offers an overview of common research designs and analytical methods used in the behavioral sciences.
- **MCC 600 Trauma-Informed Practice:** Serves as an overview of trauma-informed care in counseling, including cognitive, neurological, psychological, biochemical, developmental, and interpersonal aspects of trauma work.
- **MCC 640 Sexuality Across the Lifespan:** Covers human sexuality across the lifespan, exploring biological, social, and psychological facets.

MAEC Course Descriptions (Core Clinical Courses)

- **MAEC Foundations of Intermodal Expressive Art Therapy:** This foundational course explores the historical evolution, philosophical roots, and core conceptual frameworks of the expressive arts therapy discipline. Students examine professional scopes of practice, therapeutic modalities, and governing ethical codes across the ACA, APA, and IEATA. Grounded in scholarly research, the course emphasizes cultural responsiveness, critical reflection on systemic inequalities, and intentional counselor self-awareness.
- **MAEC Expressive Arts Capstone:** Serving as the culminating seminar for the degree program, this course provides a structured framework for students to synthesize their theoretical, clinical, and creative training. Students design and execute an advanced, research-informed terminal project, either an Arts-Based Research (ABR) thesis or a clinical systems intervention aimed at closing opportunity gaps and dismantling institutional barriers. Through peer consultations and formal faculty defenses, students demonstrate advanced multi-modal competence, ethical accountability, and emerging leadership identity.
- **MAEC Intermodal Expressive Arts Approach & Practice:** This advanced practice course examines the clinical application and theoretical frameworks of multi-modal expressive arts therapy, centered on the Expressive Therapies Continuum (ETC) and phenomenological counseling models. Students learn to guide intermodal shifts across visual art, music, dance/movement, and drama to elicit therapeutic change and bypass verbal defenses. Special attention is given to media properties, client safety, material management, and culturally congruent advocacy for marginalized populations.
- **MAEC Individual and Family Counseling in Expressive Art Therapy:** This course integrates individual counseling theories and systemic family therapy models with multi-modal expressive arts interventions. Students examine transgenerational dynamics, structural systems, and postmodern counseling perspectives to address trauma, crisis, and attachment disruptions across diverse family structures. Key topics include managing multi-client confidentiality, establishing culturally responsive interventions, and building cross-disciplinary community collaborations.
- **MAEC Group Theory & Practice in Expressive Arts:** Focusing on group dynamics and collective healing, this course integrates Irvin Yalom's therapeutic factors with Natalie Rogers' Person-Centered Expressive Arts framework. Students explore group developmental stages, interpersonal processing, and intermodal creative sequencing through experiential co-facilitation and clinical simulation labs. Emphasis is placed on group containment, multi-client ethical governance, material logistics, and designing inclusive protocols that confront systemic inequities.
- **MAEC Helping Relationships using Expressive Arts Modalities**: This course introduces core helping models, micro-counseling attending skills, and the intentional facilitation of expressive arts modalities in clinical relationships. Through hands-on

residency weekends, live role-plays, and simulated clinical assessments, students build proficiency in case conceptualization, clinical presence, and responsive interviewing. The curriculum emphasizes cultural humility, self-reflection, and developing an authentic, ethical counseling style.

- **MAEC Social & Cultural Foundations in Expressive Arts:** Investigating the intersection of multicultural counseling, social justice, and expressive arts, this course prepares students to utilize creative modalities as vehicles for systemic change and cross-cultural dialogue. Students evaluate how power, privilege, and institutional oppression intersect with multidimensional client identities. Coursework centers on deconstructing systemic bias, designing universally accessible and culturally sustaining arts interventions, and fostering community resilience.
- **MAEC 600 Trauma Care in Expressive Arts:** This advanced course examines neurobiological, somatic, and trauma-informed counseling models integrated with multi-modal expressive therapies. Guided by brain-body research, students analyze how acute crisis, interpersonal violence, and developmental trauma disrupt cognitive and affective functioning. Students develop scaffolded clinical protocols utilizing kinesthetic, auditory, and visual media to promote bottom-up sensory regulation, establish aesthetic containment, manage vicarious trauma, and support post-traumatic growth.

Advising & End-of-Semester Check-In

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, it is designed for mentoring, aiding in problem-solving, career planning, and facilitating and supporting 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 planned 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.

End-of-Semester Check-In & Feedback Review

To ensure continuous professional growth and clinical readiness, **all students require an end-of-semester check-in with their academic advisor**. During this meeting, the advisor and student will review a consolidated Faculty Feedback Form. This form gathers input from course instructors and clinical supervisors, designed to support the student's development and provide actionable feedback in the following core areas:

1. **Expressive Arts Ethics:** Adherence to the IEATA ethical guidelines and safe application of expressive arts modalities.
2. **Counseling Ethics:** Adherence to the ACA Code of Ethics, boundary management, and professional conduct.

3. **Academic Performance:** Coursework engagement, conceptualization skills, and successful completion of program milestones.
4. **Expressive Arts Performance:** Engagement with the creative process, intermodal transfer skills, and artistic vulnerability.
5. **Field Performance:** Applied clinical skills, supervisory receptiveness, and client interaction (applicable if enrolled in practicum or internship).
6.

(The corresponding Faculty Feedback Form and End-of-Semester Check-In Record can be found in the Forms section of this handbook.)

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 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 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 the Graduate Counseling 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

Academic Standing

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 MAEC 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"

- 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.
- 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.
- Client Virtual Presence: Counselors respect the privacy of their clients' presence on social media unless given consent to view such information.

- 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 the 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 who 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-discrimination

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:

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 in 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.

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.

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.

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.

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.

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 contest, 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 the point of admission 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 coursework.

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.

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 their 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 ensuring 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.

- **Unusual or inappropriate behavior:** Unusual, inappropriate, or disruptive behavior; interpersonal conduct that interferes with professional responsibilities, academic activities, or the learning environment.
- **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.
- **Attendance and responsibility concerns:** Frequent or unexplained absences or tardiness; repeated failure to fulfill academic, supervisory, clinical, or other program responsibilities.

- **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.
- **Inability to manage routine difficulties:** Significant inability to contend with routine academic, interpersonal, or professional difficulties and take appropriate action to overcome them.
- **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.
- **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.
- **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.
- **Unwillingness to collaborate:** Unwillingness to engage in professional collaboration; persistent difficulty receiving, accepting, or responding appropriately to supervisory feedback.
- **Questionable honesty or integrity:** Dishonesty, misrepresentation, questionable honesty or integrity, or breaches of academic or professional ethical obligations.
- **Lack of respect for others:** Disrespectful, hostile, or inappropriate conduct toward classmates, faculty, administrators, supervisors, clients, or other professionals in academic or clinical settings.
- **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.
- **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. Coursework, 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:

- Scheduled monitoring meetings with the student's academic advisor;
- Additional remedial or professional training related to the impairment or deficit;
- Academic support (tutoring, additional class work with the course professor, etc.);
- 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.
- Self-structured behavioral change;
- Additional field experiences;
- Leaves of absence with return to program contingent on remediation of the student's impairment and consistent with university policy;
- 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.

Program Forms

Student Review, Remediation & Retention Policy

Graduate Programs
Student Consent Form

Name: _____
Concentration: _____
Advisor: _____

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 maintain 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 ensuring 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

Faculty Feedback Form for End-of-Semester Check-In

Graduate Programs
Student Name: _____
Evaluating Faculty/Supervisor: _____
Course/Placement: _____
Semester/Year: _____
Date of Evaluation: _____

Rating Scale:
E = Exceeds Expectations | **M** = Meets Expectations | **N** = Needs Improvement | **U** = Unsatisfactory | **N/A** = Not Applicable / Not Observed

Evaluation Domain	Rating (E/M/N/U/NA)	Comments / Specific Feedback
1. Expressive Arts Ethics Demonstrates adherence to IEATA ethical guidelines and safe application of intermodal expressive arts interventions.		
2. Counseling Ethics Demonstrates adherence to the ACA Code of Ethics, appropriate boundary management, confidentiality, and professional comportment.		
3. Academic Performance Exhibits strong conceptualization skills, timely completion of assignments, active course engagement, and meets academic milestones (min. grade of B).		
4. Expressive Arts Performance Demonstrates willingness to		

Evaluation Domain	Rating (E/M/N/U/NA)	Comments / Specific Feedback
engage in the creative process, psychological flexibility, intermodal transfer skills, and appropriate artistic vulnerability.		
5. Field Performance *(If enrolled in Practicum/Internship)* Exhibits applied clinical skills, effective client interaction, professional documentation, and receptiveness to supervision.		

General Comments / Areas of Strength:

_____

_____

Areas for Growth / Specific Recommendations for Next Semester:

_____

_____

Faculty/Supervisor Signature: _____ Date: _____

End-of-Semester Check-In Record

Student Name: _____

Academic Advisor: _____

Semester/Year: _____

Date of Check-In Meeting: _____

Summary of Review:

The advisor and student have met to review the aggregated Faculty Feedback Form(s) for the current semester. The following key themes, strengths, and areas for continued growth were discussed:

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Action Items / Goals for Upcoming Semester:

1. _____
2. _____
3. _____

Check if applicable:

[ ] Based on this review, a formal Tier 1 Remediation Plan is recommended and will be initiated.

By signing below, both parties acknowledge that this end-of-semester check-in has taken place and the feedback has been reviewed.

Student Signature: _____ Date: _____

Advisor Signature: _____ Date: _____

Student Review, Remediation & Retention

MAEC Graduate Programs
Student Name: _____
Semester: _____
Date Reviewed: _____

Domain	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

Tier 2 Remediation Plan

Graduate Programs
Student Review, Remediation & Retention

Student Name: _____

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

Student Advising Course Mapping Sheet

MAEC Year 1 Course & Event Mapping (2027–2028)

Semester	Course Registration	Required Orientations	Residency Dates (10:00 AM - 4:00 PM EST)
Fall 2027	• Helping Relationships • Foundations in Expressive Art • Intermodal Expressive Art • DSM	• **Pre-Orientation (Online):** Aug 29, 5:00 - 7:00 PM EST • **Fall Orientation:** Aug 30 (In-Person & Online)	• **Residency 1:** Sept 11 & 12 *(HUB 302)* • **Residency 2:** Oct 9 & 10 *(HUB 302)* • **Residency 3:** Nov 6 & 7
Spring 2028	• Family • Group • Human Development • Ethics	• **Spring Orientation (Online):** Jan 17	• **Residency 1:** Jan 22 & 23 • **Residency 2:** Feb 5 & 6 • **Residency 3:** Mar 25 & 26

Summer 2028	• Career • Human Sexuality • Practicum • Research	• **Summer Orientation:** May 8	• **Online Residency:** June 17 *(Note: Classes end July 23)*

MAEC Year 2 Course & Event Mapping (2028–2029)

Note: As per program guidelines, orientations are for Year 1 students only, but residency blocks remain mandatory across all years. The standard residency dates below follow the 2027–2029 program pattern.

Semester	Course Registration	Residency Dates (10:00 AM - 4:00 PM EST)
Fall 2028	• Theories • Multicultural • Trauma • Internship	• **Residency 1:** Sept 11 & 12 • **Residency 2:** Oct 9 & 10 • **Residency 3:** Nov 6 & 7
Spring 2029	• Substance Use • Internship 2 • Capstone • Assessment	• **Residency 1:** Jan 22 & 23 • **Residency 2:** Feb 5 & 6 • **Residency 3:** Mar 25 & 26
Spring 2029		**GRADUATION!**

Checklists

Student Administrative Checklist

MAEC Student Handbook 2027-2029

Status	Timeline	Required Action
☐	Before starting any course or field experience	Sign and date the Student Review, Remediation & Retention Policy and Consent Form
☐	At the point of admission or as the situation arises	Disclose any criminal conviction, plea of guilty, or discipline imposed by a state licensing board
☐	Throughout the duration of the program	Request pre-set appointments to meet with your assigned academic advisor
☐	When an absence is expected	Notify the clinical supervisor or course instructor as soon as reasonably possible
☐	One month before searching for a practicum or internship	Ask the Director of Clinical Training, academic advisors, and professors for any needed letters of recommendation
☐	Before providing a reference name to a future employer	Obtain explicit permission from the Program Director, advisor, or faculty member
☐	At the end of each semester	Participate in a required check-in meeting with your academic advisor
☐	At the end of each semester	Review the consolidated Faculty Feedback Form during your advisor check-in meeting
☐	At the end of each semester	Sign the End-of-Semester Check-In Record to verify that the feedback review was completed
☐	When requesting a leave of absence	Follow the Withdrawal from University process and discuss your plans with the Provost's Office or Program Director
☐	If placed on a remediation plan	Review the written Tier 1 or Tier 2 Remediation Plan and sign the document to commit to the specified timeline and corrective actions

Advisor Administrative Checklist

MAEC Student Handbook 2027-2029

Status	Timeline	Required Action
☐	At the beginning of a student's enrollment	Sign the student's Student Review, Remediation & Retention Policy and Consent Form
☐	Throughout the duration of the program	Monitor the student's academic and professional progress and provide them with ongoing feedback
☐	As issues arise	Receive and document any concerns brought forward regarding the student's progress or appropriateness for the counseling profession
☐	Each semester	Evaluate the student's progress in clinical competence, ethical behavior, professional conduct, and academic performance alongside the Program Director and Program Committee
☐	At the end of each semester	Consolidate feedback from clinical supervisors and course instructors into a Faculty Feedback Form for the student
☐	At the end of each semester	Conduct a mandatory check-in meeting with the student to review their Faculty Feedback Form
☐	At the end of each semester	Sign the End-of-Semester Check-In Record to acknowledge that the meeting and review occurred
☐	If formal remediation is required	Develop a Tier 1 or Tier 2 Remediation Plan detailing expectations, deadlines, and consequences, and sign it alongside the student and the Program Director
☐	Following the completion of a Tier 2 Remediation Plan	Review the documented outcome and, if warranted, initiate dismissal proceedings under University procedures